DOCUMENT RESUME

ED 245 426 EC 162 703

TITLE	Ice Skating: Special Olympics Sports Skills Instructional Program.
INSTITUTION	Special Olympics, Inc., Washington, DC.
SPONS AGENCY	Joseph P. Kennedy, Jr. Foundation, Washington, D.C.
PUB DATE	[83]
NOTE	80p.; For related documents, see EC 162 701-707.
AVAILABLE FROM	Special Olympics, Inc., 1701 K St., N.W., Suite 203, Washington, DC 20006.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Athletics; Elementary Secondary Education; *Ice Skating; *Mental Retardation; Physical Activities; Teaching Methods
IDENTIFIERS	*Special Olympics

ABSTRACT

One of seven booklets on Special Olympics Sports Skills Instructional Programs, this guide presents teaching suggestions for ice skating coaches working with mentally retarded persons. An overview section introduces the sport and considers ideas for effective teaching. Goals, objectives, and benefits are considered along with information on clothing and equipment needed. A dryland training program is described, followed by a review of warmup lessons. Sports skill assessments and teaching methods are presented in three skill levels for recovery, walking, skating, turning, stopping, figure skating, and speed skating. Additional sections focus on competiton (rules, scoring, judging, suggested free style routines), sportsmanship, safety, modifications and adaptations, and recordkeeping. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SPECIAL OLYMPICS

ICE SKATING

Sports Skills
Instructional Program

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED245426

EC162703

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Thomas B. Sawyer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SPECIAL OLYMPICS
Created by The Joseph P. Kennedy, Jr. Foundation.
Authorized and Accredited by Special Olympics, Inc. for the Benefit of Mentally Retarded Citizens

FOREWORD

In the Special Olympics program, coaches play a unique and indispensable role. It is they who impart to Special Olympians the sports skill and competitive spirit that define the true athlete.

But, they are far more than teachers. They are role models in the building of character; they assist in the development of the whole person. They give Special Olympians the most immediate awareness of their own worth, their ability, their courage, their capacity to grow and improve.

To be a coach in Special Olympics demands qualities of mind and spirit that transcend knowledge of specific games or events. But the foundation of good coaching is still competence and solid grounding in the fundamentals. Therefore, I cannot emphasize enough that sound training of coaches and athletes alike is the basis for everything we do in Special Olympics.

This Special Olympics Sports Skills Instructional Program was developed and tested by coaches, teachers and parents—it is written and illustrated so that coaches at every level of experience can improve their skills in working with Special Olympians.

Followed carefully and consistently, the Sports Skill Instructional Program will raise the level of all Special Olympics coaches and give to Special Olympians and their families the gift of pride and accomplishment that comes with doing something well.

Eunice Kennedy Shriver

Eunice Kennedy Shriver

TABLE OF CONTENTS

Foreword 1
Introduction to Program 3
Organization of Training Session 4
Introduction to Ice Skating 6
Goal/Objectives/Benefits 7
Clothing and Equipment 8
1.0 Dryland Training Program 10
2.0 Warm-up Exercises 13
A. Stretching Exercises 13
B. Ankle Exercise 14
C. Skating Warm-up 14
Sports Skills Assessment—Level I 15
3.0 Level I Ice Skating Skills 16
A. Recovery 16
B. Walking 18
C. Skating 19
D. Turning 22
Sports Skills Assessment—Level II 24
4.0 Level II Ice Skating Skills 25
A. Skating 25
B. Turning 27
C. Stopping 33
Sports Skills Assessment—Level III 36
5.0 Level III Ice Skating Skills 38
A. Figure Skating Skills 38
B. Speed Skating Skills 50
6.0 Competition 52
A. Rules 52
B. Scoring 54
C. Judging 54
D. Suggested Free Style Routines 55
7.0 Sportsmanship 56
8.0 Safety 57
Modifications and Adaptations 58
Infusion Chart 59
Terminology and Resources 60
Skill Sheets 61
Sports Skills Assessment Record Sheet 73

Photo by Ken Regan.

INTRODUCTION TO PROGRAM

The Sports Skills Instructional Program is designed for mentally retarded persons who may exhibit any number of associated learning impairments. The program can be administered by the regular physical education teacher, the adaptive physical education specialist, the special education teacher, the recreation leader or the therapeutic recreation specialist. In addition, the Special Olympics coach, parent and volunteer will find the Sports Skills Instructional Program extremely helpful in preparing Special Olympians for competition. The Sports Skills Instructional Program is based on the premise that people entering the program have mastered the primary (motor) and perceptual motor skills. They must also possess a sufficient level of fitness to enable them to acquire the skills and knowledge necessary for learning a particular sport skill.

In November of 1975 a legislative landmark, the Education for All Handicapped Children Act (Public Law 94-142), was signed into law. The law guarantees all children the right to free appropriate public education. As defined in section 121.24 of the law, the term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, *instruction in physical education*, home instruction, and instruction in hospitals and institutions. The importance of physical education in the total education of a handicapped child is evident in that physical education is the only subject area specifically addressed in the definition of special education. The Sports Skills Instructional Program has been designed to meet and comply with the requirements of Public Law 94-142.

The Instructional Program utilizes goals, short term objectives, task analyzed activities, assessments and teaching suggestions for individualizing and integrating sports skills instructions into other subject areas of the student's curriculum. Each sport has been task analyzed by physical educators and recreation specialists who have had success in teaching that particular sport to mentally retarded individuals.

Field Testing

During 1979-1981, the Sports Skills Instructional Program was field-tested among public and private schools, residential centers, activity centers and recreational agencies. Over 100 teachers and 2000 students were utilized in the test effort in the states of Arizona, California, New Jersey, New York, North Carolina and Wisconsin. Support for the program was justified by positive reactions and feedback from recreation, physical and special education professionals throughout the country. Collection and analysis of field test data revealed that the Sports Skills Instructional Program provided a systematic instructional process resulting in the development and improvement of sports skills among mentally retarded individuals.

Each sports skill unit complies with the requirements and regulations of Public Law 94-142 and can be written into the student's individualized education program.

Format of Special Olympics Sports Skills Instructional Program

The format of each Special Olympics sports skills instructional unit is:

- **Overview**—definition of activity, instruction/rules, equipment/supplies, relevance/appropriateness to athlete, ease of adaption, and prerequisite skills.
- **Long Term Goal**—a statement of expected athlete behavior after the learning experience.
- **Short Term Objectives**—statements of specific athlete behaviors relative to the goal statement. Generally, the criteria for acceptable performance has been purposely omitted from the behavioral objective. In order to individualize teaching, the teacher of the sports skill unit should realistically determine the criteria based on the:
  (1) present ability of the athlete.
  (2) potential ability of the athlete.
  (3) behavioral limitations of the athlete.
  (4) behavioral limitations of the environment.
- **Modifications and Adaptations**—equipment, sport rules, and playing area to ensure successful participation by the athlete.
- **Sports Skill Assessment**—criterion referenced test to determine the athlete's present level of functioning within a specific sport or skill. Pre-tests and post-tests related to teaching skill, skill sequence and tasks.
- **Skill Sequence**—sequenced behavior in which the learner must engage in order to demonstrate acquisition of the skill or knowledge described in the objective. Again, the teacher/recreator should determine the criteria for acceptable performance.
- **Task Analysis**—further analysis of skill into detailed steps which the athlete must master in order to demonstrate proficiency in that skill.
- **Teaching Suggestions**—suggestions of methods and materials to foster successful mastery of the skill by the athlete.
- **Infusion Chart**—sports skill in relation to general academic areas such as social studies, reading/language, home economics, arts, physical education, science, math, health, and industrial arts.
- **Athlete Skill Chart**—chart to mark the athlete's sports skill performance throughout the program.
- **Terminology and Resources**—glossary of terms, bibliography and resources (printed and audio-visual materials.)

ORGANIZATION OF TRAINING SESSION

Every Special Olympics program needs professional guidance and supervision, even though most of the training supervision can be and usually is handled by volunteers from many varied souces—teachers, parents, high school and college students, church organizations, civic groups, military organizations, etc. For example, volunteer coaches should be trained by professionals in physical education and sports.

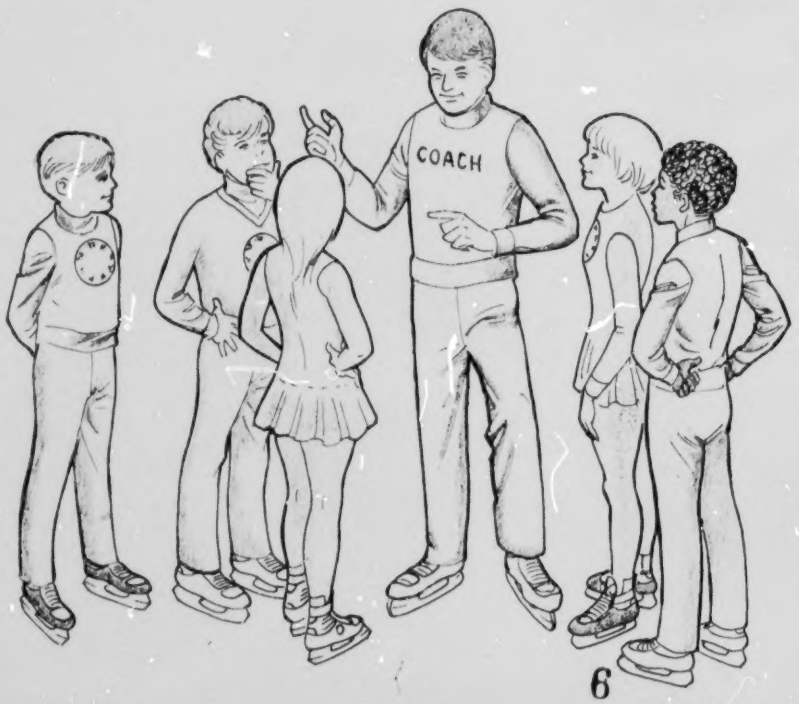
The method and manner by which you conduct your program will, in large part, determine your success as a teacher/coach. While teaching, approach your athletes enthusiastically and present the day's lesson in an enjoyable manner. Remember, Special Olympians return the excitement and enthusiasm transmitted to them by you. There are a variety of things you can do as a planner and instructor to create a positive, acceptable human environment to support learning in a group.

READY TO START

You've attended a Special Olympics Training School and you're ready to teach your athletes. Four athletes have received ice skating instruction in the past year and the remaining six athletes are new to your class. In order to determine the skating ability among your athletes, administer the Sports Skills Assessment—Level I. The assessment enables you, as the instructor, to assess the ability range of your class. High ability level athletes should be evaluated using the Sports Skills Assessment —Level II.

Once the assessment has been administered, individualize each practice so every athlete works on the skill area in which he/she needs the most improvement. If a Special Olympian shows problems doing a skill, review the basic steps in performing a skill as outlined in this guide. On the other hand, if an athlete scores well on the skill section, provide instruction in advanced skill techniques or have the athlete practice a skill that he/she is not as proficient in performing. An alternative for a Special Olympian who excels in various sports skills is to use him/her as a coach.

Plan 5–10 minutes at the beginning of each class to warm up properly. Athletes should stretch and perform agility exercises as part of their warm-up. Each class should offer 25–30 minutes of sports skills instruction. Mark each athlete's progress on the Skill Sheet. Always come to the class prepared. Know what you are going to do and how you are going to do it. Allow for possible modifications or adaptations to the original plan as needed. Finish each class with a fun group or game activity. At the end of the unit, review the Skill Sheets to determine your athlete's improvement. End the class on a positive note by praising the good things you have seen and giving a group cheer.



HINTS TO BE A GOOD TEACHER

- RELAX. Attempt to learn the rhythm and style of your class the first day.
- Be flexible. Alter instruction to meet the need of a particular athlete or group.
- Set realistic goals for each athlete.
- Don't expect immediate results as far as skill learning—patience, patience and more patience.
- Always plan and understand lesson thoroughly.
- Stand and face athletes during instruction.
- Participate in activity with athletes. Stay active.
- Teach by indirection as well as direction; athletes are great imitators.
- Allow the athlete plenty of time to become familiar with the skill before teaching another skill.
- Be firm and maintain good discipline.
- Be quick to praise.
- Provide brief and clear instructions.
- Always point out the positive before correcting: "Janet, you did well to get into the snowplow stop position, and you would have accomplished the skill if . . ."
- Use confidence builders. Always attempt to prevent an athlete from encountering repeated failures.

HINTS FOR ORGANIZING A GOOD CLASS

- Use the training area to your best advantage.
- Organize stations by ability. Color code ability groups (i.e., Green—Beginner; Blue—Rookie, etc.) No one should be standing around while you arrange things. Keep everyone busy.
- Keep athletes informed of changes in schedule or activities.
- Introduce athletes to one another and orient them to the instructional setting.
- Demonstrate the sport skill whenever and as frequently as possible.
- Keep the fun in fundamentals. Use a game approach.
- Devote a part of each class period to group activity.
- If activity is going well, it is often useful to stop activity while interest is high.

SPORTS SKILLS INSTRUCTIONAL PROGRAM FOR MULTI-HANDICAPPED INDIVIDUALS AND OLDER SPECIAL OLYMPICS

The Special Olympics Sports Skills Instructional Program applies to all Special Olympics participants including those who are multi-handicapped. Special Olympics has an objective of offering meaningful opportunities and competition to multi-handicapped individuals, regardless of the severity of their handicaps. Various adaptations and modifications of the Special Olympics Sports Skills Instructional Program should be made based upon the needs of the participants. See modifications/adaptations section of this guide.

The Sports Skills Instructional Program can also be helpful to improving the quality of life for adult participants. Regular exercise that includes a progressive program of activities—walking, jogging and sports activities—can improve cardiovascular fitness and maintain a healthy body and vigorous mind. It is important to recognize that many older participants may have been leading relatively sedentary lives; hence, training should progress slowly enough so as to avoid injuring the individual in the early stages. Special efforts should be made to enhance motivation and ensure that training is an enjoyable experience. The overall aims of training should be to improve fitness and encourage an enjoyable and beneficial use of leisure time.

ICE SKATING

This Ice Skating unit is a guide for teaching skating through the beginner and intermediate levels. Skating technique as well as safety, fitting of equipment and dryland training comprise this unit.

Ice skating is a sport for everyone. Skating strengthens the athlete's muscles, and improves his posture and balance. It stimulates the athlete's circulation and provides good exercise, but puts less strain on the heart than vigorous walking. Skating increases joint flexibility and breathing capacity. Also, skating requires thinking, and thus develops mental capacity.

In ice skating competition, athletes may participate in two different forms of skating: speed skating and figure skating. The speed skater must exhibit strong skating, good turning, and plenty of endurance to skate in a race. The figure skater must show creativity, style, and have great concentration to perform well in the figure skating competition. Either way, the challenge is great, yet the rewards are greater.

With the mastery of ice skating, as with the mastery of any new skill, athletes will achieve a new level of self-confidence in their physical ability and in their mental and social abilities. They will have learned a popular sport, one which they can share with friends and family, one which will give them a sense of belonging, and one which will give them an opportunity to meet people and make new friends. Finally, the athletes will learn the value of gaining a life long recreational activity.

GOAL/OBJECTIVES/BENEFITS

1

LONG TERM GOAL

The athlete will acquire basic ice skating skills, appropriate social behavior, and a working knowledge of rules to enable him/her to participate successfully in Ice Skating.

SHORT TERM OBJECTIVES

2

1.0 Given demonstration and practice, the athlete will participate in a dryland training program.
2.0 Given demonstration and practice, the athlete will warm-up properly before ice skating.
3.0 Given demonstration and practice, the athlete will successfully perform Level I Ice Skating skills.
4.0 Given demonstration and practice, the athlete will successfully perform Level II Ice Skating skills.
5.0 Given demonstration and practice, the athlete will successfully perform Level III Ice Skating skills.
6.0 Given standard or modified rules for competition, the athlete will adhere to those rules while participating in ice skating competition.
7.0 While ice skating, the athlete will exhibit sportsmanship at all times.
8.0 While ice skating, the athlete will demonstrate courtesy, safety and adherence to the rules of the rink at all times.

BENEFITS

3

- Ice skating allows the athlete freedom to grow socially and provides experiences that stimulate communication.
- Ice skating promotes the ability to follow instruction.
- Ice skating offers enjoyment of independent movement.
- Ice skating improves agility and coordination.
- Ice skating increases total fitness.
- Ice skating provides an opportunity for family and friends to pursue a sport together.
- Ice skating provides a life long recreational activity.

CLOTHING

Clothing must be suited to the activities involved. In general, this means comfortable, non-constricting clothing, and well-fitted ice skates. Proper fitting and clean clothes tend to give athletes a boost. Although the saying "You play as well as you look" has never been proven, many athletes and coaches continue to believe in it. The appearance of the skater is considered when awarding points in competition.

Socks

It is recommended that the skater wear the thinnest hose possible. Thin socks provide the best foot grip, and thus better balance, in the tight fitting skate boot. Thick socks are too bulky and promote the sweating process.

Pants

Long pants are recommended for male skaters and beginning female skaters. Intermediate/Advanced female skaters should wear tights and a skating outfit. Pants should cover the top of the boot, but not be so long that they touch the blade. Pants should be loose to allow for unrestricted leg and hip movements, but not too baggy that they appear ill-fitted.

Figure Skating Outfit

The outfit should include thin socks that cannot be seen above the boot, tights that are comfortable and warm, and a skating dress that is long sleeved and well-fitted. Also, the athlete should select an outfit that pleases her. This will give the athlete confidence in her appearance and tend to make her a better skater.

Speed Skating Outfit

Professionally designed speed skating outfits are acceptable and certainly recommended for the seriously minded speed skaters, but the cost for such apparel is prohibitive. Long sleeve shirts and long pants are suitable for this sport.

Shirts and Sweaters

The skater should select a long sleeve, wool shirt for comfort and warmth. The shirt should be loose to provide ease of arm movement. Sweaters should not be so bulky that they look sloppy and hinder the skater's precise movements. Shirts should be tucked into pants at all times.

Hair

For safety reasons, each competitor should have his/her hair in such a manner that is free from the face.

Hats

For recreational and speed skating, a wool ski hat is recommended to provide insulation and comfort. Hats should not be worn during competition (unless the event is held outdoors), but should be worn before and after each event.

Warm-up Suits

Warm-up suits or sweatsuits are useful for warming up before and for keeping warm after practice or competition. They should not be worn during practice or competition because of their weight and bulk.

Gloves

A properly fitted pair of wool gloves or mittens is recommended for recreational and speed skating. They are also useful for warming-up, but should not be worn during figure skating competition because they will detract from the appearance of the skater.

Helmets

It is recommended that beginning skaters and skaters who lack sufficient muscular control wear a protective helmet. Also, it is recommended that all speed skaters wear helmets for safety.

TEACHING SUGGESTIONS

- **Show pictures of clothes which are appropriate for ice skating.**
- **Discuss the importance of properly fitted clothes.**
- **Point out the advantages and disadvantages to various types of clothing, for example: long pants vs. shorts.**
- **Display a variety of clothes and have the athlete select those that are appropriate for ice skating.**
- **Seek donations of second hand clothing and equipment from local skating clubs or other sports organizations.**

EQUIPMENT

Equipment

Equipment must be safe for athletic use. Use proper equipment at all times and teach the athletes to use equipment and perform all activities the "right way", first time and every time. For safety's sake, keep performing areas free of clutter and debris. Be alert to safety hazards and problem areas and do whatever is necessary to avoid them. Preventive maintenance and periodic safety checks shall be used on all pieces of equipment.

Skates

A properly fitted boot will be selected before attempting to ice skate. The boot should have firm arch support and should allow some movement in the toes. The blade should be positioned under the boot so that the blade runs between the big toe and second toe in front of the skate and intersects the heel in the back. The sharpness of the blade should be checked.

When putting on the skates, the lacing should resemble the cross pattern used on shoes. The boot should be snug enough to allow for only one pair of socks, but not so tight as to cut off circulation. The greatest support should occur at the ankle. The boot should be loose enough at the top to barely allow a finger to get inside the boot. Excess lace should be tucked inside the top of the boot.

TEACHING SUGGESTIONS

- **Show athlete the equipment used in ice skating.**
- **Name each part of the skate, and explain its use.**
- **Have athlete name each part of his/her skate.**
- **Display different types of skates.**
- **Display a variety of sports equipment and have the athlete select the appropriate equipment for ice skating.**
- **Discuss the importance of maintaining the equipment.**
- **Instruct speed skaters to wear hockey or speed skates.**

Ice Skating Area Preparation

The skating area, whether inside or outside, should be defined and well marked. This permits more time to spend on useful activities and less on disciplinary measures. The surrounding area should provide no physical hazards that might result in injury to an athlete or damage to a rink or its equipment.

A smooth skating surface is required. The ice should be cleaned of all debris (as in limbs, trash, leaves, etc.) and holes and ruts should be repaired. An indoor rink with the appropriate equipment for making new ice would be best.

An uncluttered environment provides less distractions to the athlete while learning. Therefore, do not set up equipment until you are ready to use it.

TEACHING SUGGESTIONS

- **Discuss and set boundaries of ice skating area with the athlete.**
- **Take the athlete to an ice skating area and demonstrate how to establish the boundaries.**
- **Assist the athlete in identifying and marking potentially dangerous spots in the skating area.**
- **If the skating area is not already prepared, have the athlete prepare the area by marking boundaries, removing debris and checking for holes or large ruts in the ice.**

Securing Ice Time

Ice skating can be an expensive sport if one considers the cost of the ice time, skate rental, and other incidentals. It is recommended that the ice skating program director find an indoor rink manager who will charge a nominal fee per skater, instead of the usual fee per hour. The fee for each skater should include ice time and skate rental. Usually, the rink manager needs to fill off hours during the weekly schedule, and is, therefore, willing to make some sort of deal.

DRYLAND TRAINING PROGRAM

1.0 Given demonstration and practice, the athlete will participate in a dryland training program.

The coach or teacher should hold, and the athlete must participate in a dryland training program for several reasons: Safety—to learn to walk on skates and recover properly after falling for increased safety; Fun—to participate in a fun pre-ice activity; Learning—to learn new skills.

A. DRYLAND SKATING SKILLS

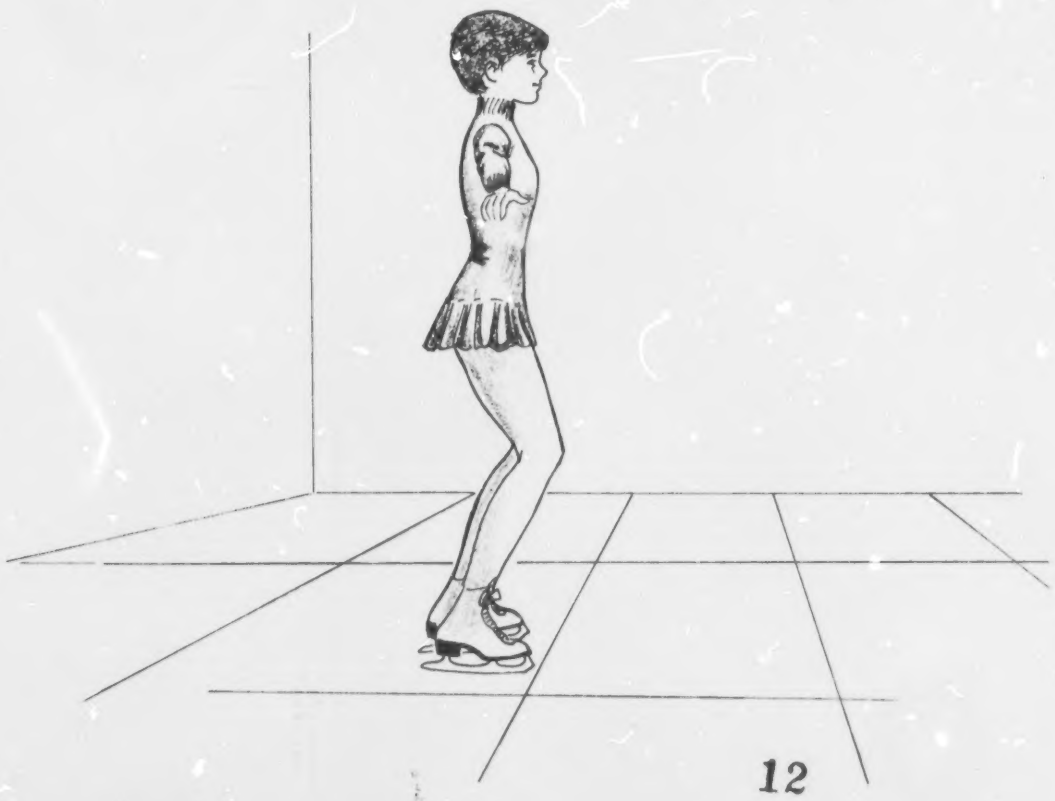
1. Demonstrate the proper body position (READY position) for skating.

TASK ANALYSIS

a. Position shoulders directly over the hips and do not turn or rotate. Keep feet slightly turned out under knees.
b. Raise arms out to the side for balance.
c. Bend elbows slightly.
d. Place hands about hip level.
e. Hold palms parallel to the floor.
f. Hold head erect at all times.
g. Bend knees.
h. Hold ankles firm.
i. Understand that this is the READY position for skating.

TEACHING SUGGESTIONS

- **In order to make a point or help the athlete better understand a command, use the "touch system". For instance, touch the hip, knee and ankle to indicate the area he/she is expected to bend or flex. This system is very effective in assisting the athlete to understand the proper position he/she is expected to maintain on skates. The touch system should be used throughout this unit as a teaching aid.**
- **Teach the athlete to relax and be comfortable in this position.**
- **Explain to the athlete that this dryland practice will acquaint him/her with the feeling of being balanced on skates, and will thus lead to better skills in forward and backward skating.**



2. Identify the proper balance point on skates.

TASK ANALYSIS

a. Assume READY position.
b. Lean slightly forward, backward, and side-to-side.
c. Identify balance point.

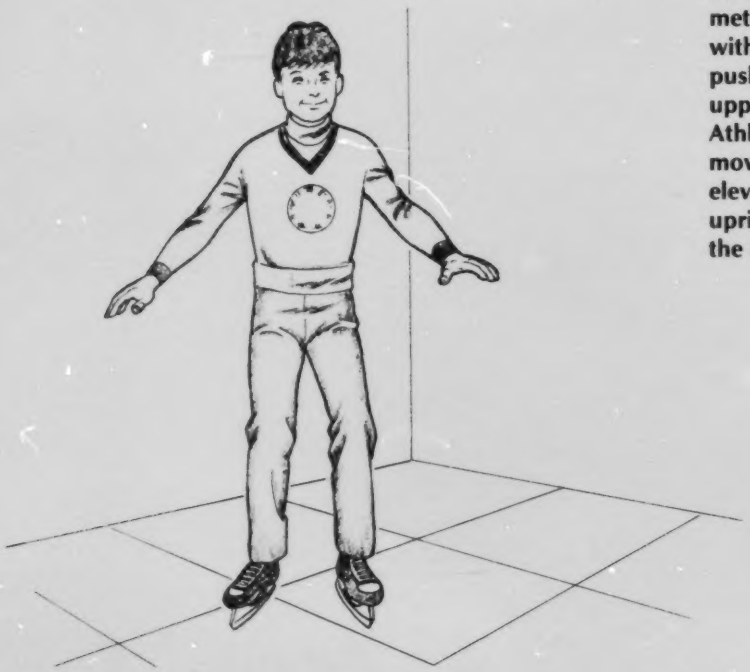
TEACHING SUGGESTIONS

- **Have the athlete close his/her eyes while trying to identify the proper balance point.**
- **If athlete has trouble finding stable balance point, have him/her place hands on knees while finding balance point.**
- **Use rubber skate guards to protect the blades if dryland training occurs on non-rubberized or non-matted surface.**

3. Learn to recover properly after falling.

TASK ANALYSIS

a. Assume a hands and knees position on the ground.
b. Clench hands into fists.
c. Rock weight forward onto fists.
d. Bring one knee up towards chest, firmly setting the blade flat on the ground.
e. Raise body up high enough to bring other skate next to the first skate.
f. Keep body in a crouch, maintaining balance.
g. Raise body up slowly, keeping balance over the center of the skates.
h. Assume the Ready position.



TEACHING SUGGESTIONS

- **Practice recovery without skates.**
- **Demonstrate the proper way to fall: sitting down or falling to the side.**
- **Instruct the athlete to avoid using hands and elbows to break a fall, except when absolutely necessary (i.e., preventing serious injuries to the face and head.)**
- **Explain and emphasize the use of fists in order to avoid stepping on fingers with the skate blades.**
- **Demonstrate the "four point star" method of recovery for obese athletes and for those who lack sufficient body balance to perform the hands and knees method. The "four point star" method requires the athlete to lie on stomach, with legs extended and toes pointed out. Athlete pushes body up using arms underneath the upper body, and begins to stand on straight legs. Athlete's body bends only at the waist. Athlete moves hands along floor toward feet until he can elevate upper body over the legs in a natural upright position. The legs are spread apart during the entire skill.**

4. Walk forward on skates.

TASK ANALYSIS

a. Assume READY position.
b. Lift one foot from the floor.
c. Keeping the blade parallel to the floor, step forward.
d. Place foot down no more than 30 cm. forward, with the center of the blade on the floor and the toe pointed out.
e. Lift other foot and step forward in a like manner.
f. Take at least ten (10) steps in a forward direction.

5. Walk backward on skates.

TASK ANALYSIS

a. Assume READY position.
b. Lift one foot from floor.
c. Keeping blade parallel to floor, step backward.
d. When placing foot down, keep toe pointed in.
e. Lift other foot and step backward in a like manner.
f. Take at least ten (10) steps in backward direction.

6. Balance on one skate.

TASK ANALYSIS

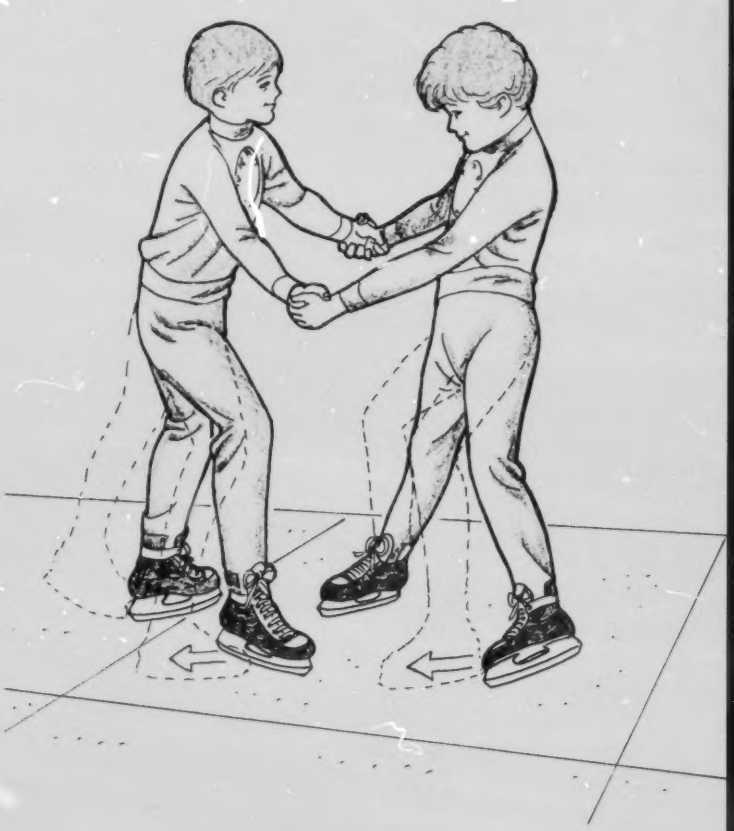
a. Assume READY position.
b. Lift one foot from floor. Keep blade parallel to floor.
c. Stand in balanced position on other skate for a count of ten.
d. Put free skate back on floor.
e. Lift other skate and perform task with opposite skate.
f. Keep head up during task.

TEACHING SUGGESTIONS

- **Let the athlete raise free skate only a small distance initially, then increase distance as balance skill improves.**

TEACHING SUGGESTIONS

- **Advise the athlete to take one step at a time, and to make each step small and under control.**
- **Practice walking backward and forward by pairing the athletes. Have the partners face each other and grab hands at arms length. The pair should walk in one direction, and then the other, in tandem so each athlete will practice forward and backward walking.**



2.0 Given demonstration and practice, the athlete will warm-up properly before ice skating.

A. STRETCHING EXERCISES

1. Perform trunk rotation exercise.

TASK ANALYSIS

a. Stand with feet shoulder-width apart, hands on hips.
b. Slowly bend trunk as far left as possible.
c. In a continuous motion bend to front continuing to right side and around to back.
d. Repeat in opposite direction.
e. Repeat exercise 4 times, gradually increasing to 10 times.

2. Perform body bend exercise.

TASK ANALYSIS

a. Stand with feet slightly apart.
b. Extend arms and reach high overhead.
c. Bend from waist and arch backward as far as possible.
d. Bend forward as far as possible, swinging arms forward and trying to touch ground with hands.
e. Return to starting position.
f. Repeat 4 times, gradually increasing to 10 times.

3. Perform a toe touch exercise.

TASK ANALYSIS

a. Stand with feet slightly apart and flat on ground.
b. Keep legs straight.
c. Bend from waist and reach as far down as possible.
d. Try to touch toes or, if possible, floor.
e. Hold stretch for 5 seconds.
f. Repeat exercise 5 times, gradually increasing up to 10 times.

SKATING WARM-UP LEVEL I

4. Perform a calves stretch exercise.

TASK ANALYSIS

a. Assume a sitting position on the floor, with legs extended together and toes pointed up.
b. Bend forward at the waist.
c. Extend arms and touch toes with hands.
d. Flex ankles toward hands to tighten calf muscles. Do not bend the knees.
e. When calves tighten, hold the stretched position for a five count.
f. Return to relaxed sitting position.
g. Repeat exercise 10 times, gradually increasing the distance of the arm reach.

B. ANKLE EXERCISE

1. Perform the ankle rotation exercise.

TASK ANALYSIS

a. Sit on the floor with legs straight.
b. Place heels about shoulder-width apart.
c. Place hands on floor behind body for support.
d. Move toes in wide, circular motion.
e. Press feet out and around, then in and towards body.
f. Move feet first in one dirction, then in reverse.
g. Repeat exercise 3 times, gradually increasing to 6 repetitions.

C. SKATING WARM-UP

1. Perform a skating warm-up.

TASK ANALYSIS

a. Walk around the skating area on skates.
b. Perform walk/skate intervals around designated area.
c. Skate around designated area.
d. Skate to warm up by practicing each and every skill already learned through training.

TEACHING SUGGESTION

- **All warm-up exercises should be performed with regard to the amount of ice time at hand. The athletes must warm up and put on their skates before their ice time begins so that they make full use of their ice time for skating instruction. This is a major consideration for the coach.**

SPORTS SKILLS ASSESSMENT—LEVEL I

INSTRUCTIONS

The Sports Skills Assessment is designed to determine the athlete's level of ability within a specific skill or sport before he/she begins training, and to determine the athlete's progress at various stages of the program.

In administering the test, observe the athlete as he/she performs each test item. Score the athlete accordingly by checking the box located to the left of each task performed successfully. If there is any question as to the athlete's competence in a particular skill, require the athlete to perform the task 3 out of 5 times.

After scoring the athlete, total the checked boxes and indicate the athlete's present level of ability (i.e.,Beginner or Rookie). If the athlete is performing at a higher skill level than measured in the Skills Assessment - Level I (i.e., scores at least 25 items) re-evaluate the athlete utilizing Skills Assessment - Level II.

Skills Assessment - Level I

Pre Score / Post Score — Test Item #1 **Recovery**

- ☐ ☐ Attempts to stand up after falling.
- ☐ ☐ Balances on knees on ice.
- ☐ ☐ Balances on one knee and one skate on ice.
- ☐ ☐ Balances in crouch position on ice.
- ☐ ☐ Stands up with assistance.
- ☐ ☐ Stands up independently.
- ☐ ☐ Assumes correct READY position.
- ☐ ☐ Falls while skating, and performs correct recovery.

Test Item #2 **Skating**

- ☐ ☐ Attempts to skate forward.
- ☐ ☐ Walks forward on skates with assistance.
- ☐ ☐ Walks forward on skates independently.
- ☐ ☐ Walks backward on skates with assistance.
- ☐ ☐ Walks backward on skates independently.
- ☐ ☐ Glides forward on both skates.
- ☐ ☐ Glides forward on one skate.
- ☐ ☐ Glides backward on both skates.
- ☐ ☐ Performs forward swizzles.
- ☐ ☐ Performs backward swizzles.
- ☐ ☐ Performs backward wiggle.

Pre Score / Post Score — Test Item #3 **Turning**

- ☐ ☐ Attempts to turn while skating.
- ☐ ☐ Performs steering turn while skating forward.
- ☐ ☐ Performs steering turn to the left and the right.
- ☐ ☐ Performs steering turn while skating backward.

Pre Score / Post Score — Test Item #4 **Ice Skating Participation**

- ☐ ☐ Warms up prior to participating in Ice Skating.
- ☐ ☐ Shows enthusiasm during Ice Skating participation.
- ☐ ☐ Participates occasionally in Ice Skating.
- ☐ ☐ Participates cooperatively in Ice Skating.
- ☐ ☐ Participates independently in Ice Skating.
- ☐ ☐ Identifies boundaries of Ice Skating area.
- ☐ ☐ Participates safely in Ice Skating.

Write in the athlete's actual score and check the appropriate skill level achieved:

_____
PRE SCORE

Scoring Level
- ☐ 1-15 Beginner
- ☐ 16-30 Rookie

_____
POST SCORE

Scoring Level
- ☐ 1-15 Beginner
- ☐ 16-30 Rookie

_____ hrs.
APPROXIMATE TRAINING TIME

RECOVERY—LEVEL I

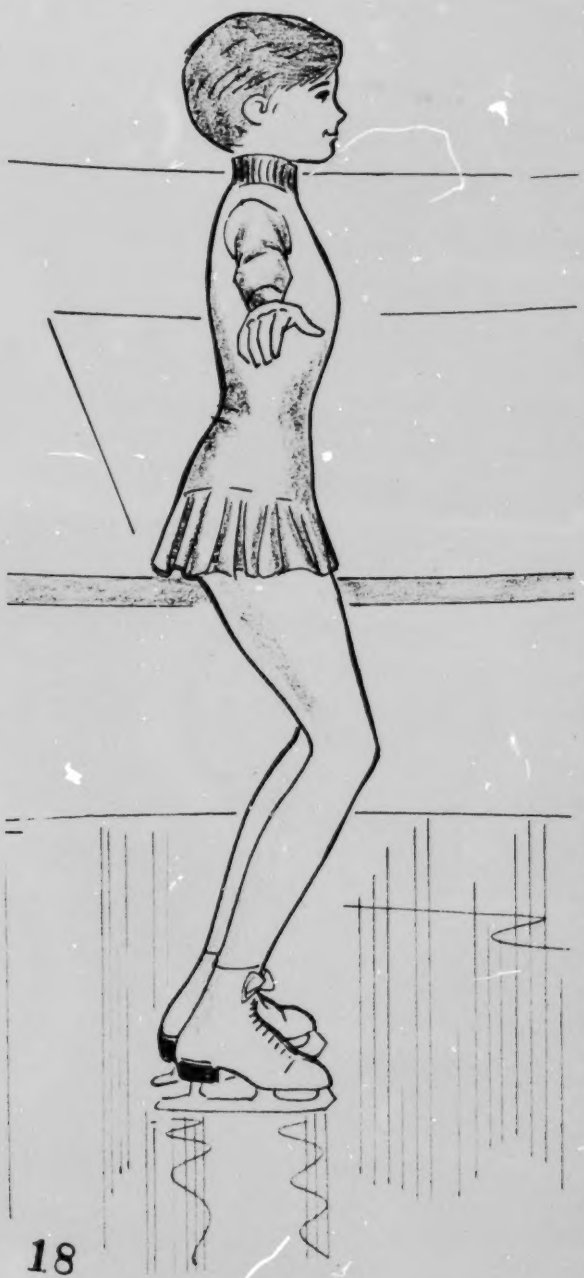
3.0 Given demonstration and practice, the athlete will successfully perform Level I Ice Skating skills.

A. RECOVERY

1. Assume READY position on the ice.

TASK ANALYSIS

a. Walk onto ice.
b. Position shoulders directly over the hips.
c. Keep feet slightly turned out under knees.
d. Raise arms out to the side for balance. Bend elbows slightly and place hands parallel to the floor at about hip level.
e. Hold head erect at all times.
f. Bend knees and hold ankles firm.



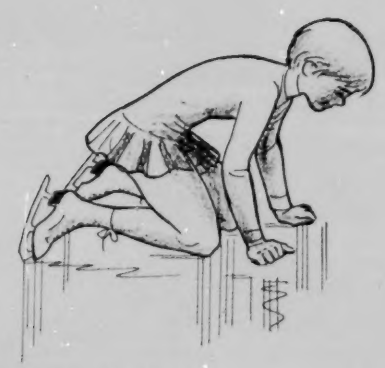
2. Correctly stand up after falling.

TASK ANALYSIS

a. Recover from fall and assume a four-point position: knees and hands.
b. Clench hands into fists.
c. Rock weight forward onto fists.
d. Bring one knee up towards chest, firmly setting the blade flat on the ice.
e. Raise body up high enough to bring other skate next to the first skate.
f. Keep body in a crouch position, maintaining balance.
g. Raise up slowly, straightening the knees and keeping balance over the skates.
h. Allow arms to hang loosely.
i. Assume the READY position.

TEACHING SUGGESTIONS

- **Stress the importance of sitting down or rolling to the side when falling. Avoid using hands or elbows to break the fall, except when necessary to prevent serious injuries to head and face.**
- **Instruct athletes to get onto their hands and knees before standing. Emphasize using fists on ice to avoid stepping on fingers while attempting to stand. Instruct athlete to push outward on edges when rising.**
- **Help athlete overcome the fear of ice and the phenomena of sliding and slipping by taking him/her on the ice in street shoes with rubber soles.**
- **Have the athlete practice standing up maneuvers on dry land first.**
- **Practice knee bends while gliding forward on both skates. Be sure the blades stay flat on the ice throughout this exercise. This exercise will improve the athlete's recovery skills.**
- **Obese athletes and those who lack body balance to perform the regular recovery will use the "four-point star" method of recovery (see dryland training).**



WALKING—LEVEL I

B. WALKING

1. Discover the balance point of the skates.

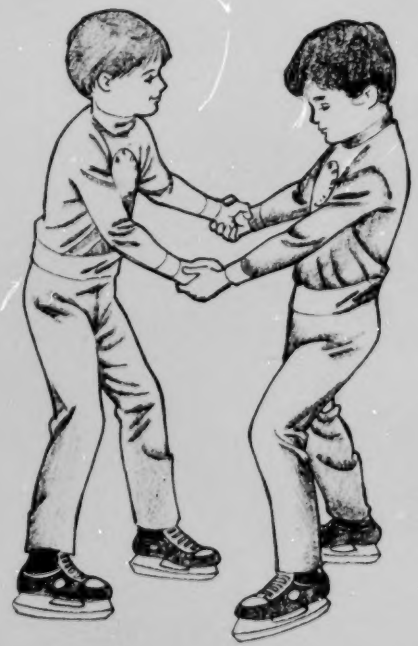
TASK ANALYSIS

a. Stand on ice.
b. Slide the skates back and forth no farther than 10–15 cm.
c. Try to remain on center of each blade.
d. Become comfortable with and adjust to the ice surface.
e. Resume READY position.

2. Walk on the ice surface.

TASK ANALYSIS

a. Stand on the ice.
b. Maintain center of balance directly over the skates.
c. Stand with skates in a "V" position, as in the READY skate position.
d. Lift left skate up from the ice.
e. Keep the blade parallel to the ice.
f. Step 15 cm. forward and keep the toe pointed out.
g. Let the skate down with the blade flat on the ice.
h. Step forward with the other skate in the same manner.
i. Repeat sequence several times until a smooth walking motion is achieved.



TEACHING SUGGESTIONS

- **Stand with athlete and help athlete adjust to the ice surface. Spot and, if necessary, help support the athlete.**
- **Allow the athlete to sit or kneel on the ice. Set up obstacles for the athlete to crawl under or step over in order to give the athlete a feel for the ice.**

TEACHING SUGGESTIONS

- **Instruct athlete to walk on the ice holding onto a Skate-Aid while pushing it ahead. Stress the need to stand erect without leaning too far over the device.**
- **When supporting athlete, stand at athlete's side, use your stronger arm to hold the arm of the athlete, and grip his/her fingers with your other hand.**
- **If "weak ankles" are spotted, check for the following: skates too large, skates too loose, impoperly fitted skates, unsturdy boot, no arch support or worn out boot material.**
- **Hold both of the athlete's hands in a waist-high position. Instruct athlete to walk forward while you walk backward.**
- **Instruct the athlete to exaggerate the walking motion. Ask the athlete to "march", as in a parade.**
- **Gradually reduce support to one hand and finally offer support only when needed (grab athlete's arm only if he/she is losing balance).**
- **It is important for the coach and volunteers to know that it is dangerous to assist a skater by holding him/her from behind. The possibility of injury caused by the athletes skate blades, or by the lack of control in this position, is great.**

C. SKATING

1. Glide forward on both skates.

TASK ANALYSIS

a. Assume READY positon.
b. Walk forward, taking small steps.
c. Stop walking and glide forward on both skates.
d. Glide with skates parallel to each other, head up and facing forward, knees bent slightly, and arms out to the sides.
e. Repeat task sequence several times.

TEACHING SUGGESTIONS

- **Assist athlete from the side by holding the arm and hand. Assist from in front of the athlete only in extreme cases of diffculty.**
- **Use a Skate-Aid or large traffic cone to let athlete practice by himself.**
- **Ask athlete to close the eyes while gliding in order to help the athlete better understand the balance and directionality involved in this skill.**
- **Increase the length of steps, and thus the speed of the glide, as competency increases.**

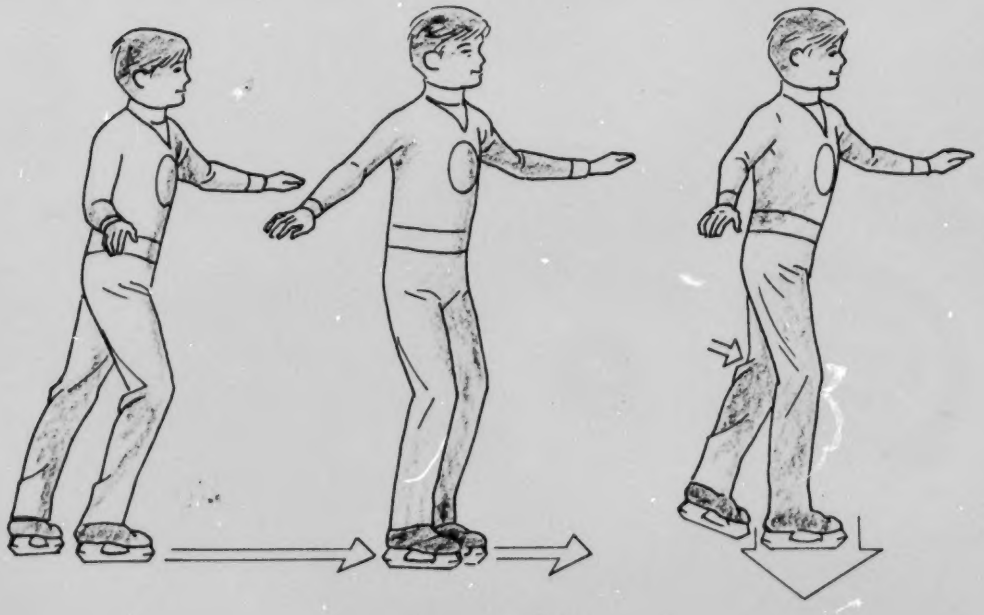
2. Glide forward on one skate.

TASK ANALYSIS

a. Assume READY skate position.
b. Walk forward, taking small steps.
c. Stop walking and glide forward on both skates.
d. Balance weight on right skate.
e. Lift left skate by bending the knee.
f. Glide forward on right skate with left skate several centimeters off the ice, right leg (or skating leg) mostly straight, body upright, head up and facing forward, and arms out to the sides for balance.
g. Repeat task sequence several times with the right leg, and then again with the left.

TEACHING SUGGESTIONS

- **Assist athlete from the skating side.**
- **Practice balancing on one skate by holding on to the rink boards, lifting the skate that is away from the boards, and then releasing grip from the boards.**
- **Ask the athlete to keep a straight line while gliding forward on one skate. This will take plenty of practice.**
- **Ask the athlete to close his eyes while gliding forward in order to help the athlete better understand the balance and directionality involved in this skill.**
- **Increase the length of the steps, and thus the speed of the glide, as competency increases.**



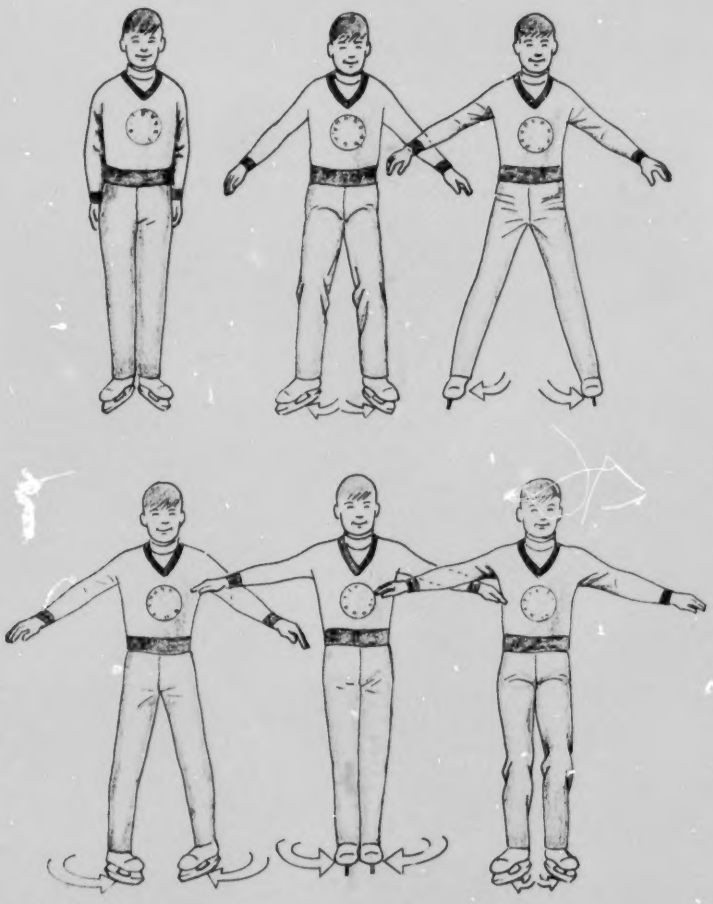
3. Perform a forward swizzle.

TASK ANALYSIS

a. Assume READY skate position.
b. Position feet parallel to each other.
c. Point toes outward and position the blades on their inside edges.
d. Bend knees to lower the hips, creating more pressure and more sliding.
e. Keep upper body straight and arms out to the side.
f. Let the feet glide forward in an outward direction until slightly more than hip-width apart.
g. Turn feet slightly toward each other and straighten knees, lifting the upper body and pulling the feet back together.
h. Focus eyes in direction of travel.
i. Repeat sequence several times.

TEACHING SUGGESTIONS

- **Demonstrate and explain that the blades never leave the ice during this skill.**
- **Have athlete place hands on Skate-Aid for support while performing the forward swizzle.**
- **Stand in front of athlete, supporting his/her hands. As athlete begins to bring feet back together, exert pressure upward on hands to initiate lift of his/her body, resulting in feet returning to parallel (ready) position.**
- **Have athlete place hands on knees for stability and in order to feel the knees bend and extend.**
- **Emphasize the down-up-down motion.**



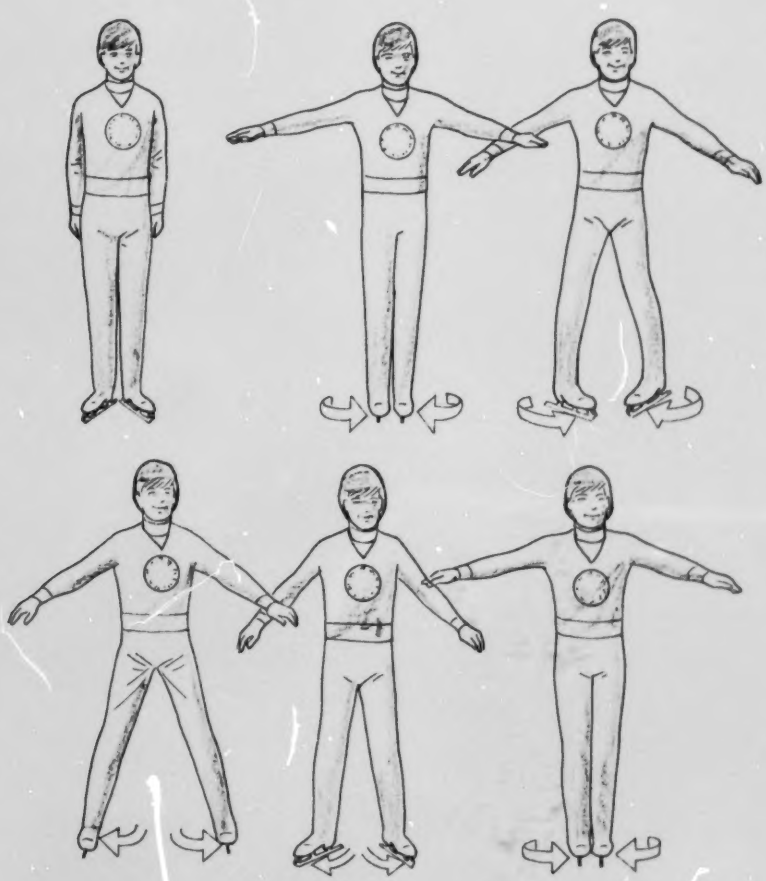
4. Perform a backward swizzle.

TASK ANALYSIS

a. Assume READY skate position.
b. Position feet parallel to each other.
c. Turn toes together and heels apart, positioning blades on the inside edges.
d. Bend knees to lower the hips, creating more pressure and more sliding.
e. Keep upper body straight and arms out to the side.
f. Let the feet glide backward in an outward direction until slightly more than hip-width apart.
g. Turn heels toward each other and straighten knees, lifting the upper body and pulling the feet back together.
h. Repeat sequence several times.

TEACHING SUGGESTIONS

- **Diagram swizzle patterns on ice or blackboard.**
- **Have athlete follow swizzle track on ice.**
- **Emphasize the down-up-down motion.**



5. Perform a backward wiggle.

TASK ANALYSIS

a. Assume READY skate postion.
b. Place skates parallel to each other.
c. Twist hips to the right, moving the heels of the skates to the right.
d. Twist hips to the left, moving heels to the left.
e. Skate backward by twisting back and forth in "wiggling" motion.
f. Keep head up and facing forward, knees slightly bent, weight on balls of the feet, and arms out for balance.
g. Keep the upper body facing forward at all times. Move only the hips, legs and feet underneath the upper body.

TEACHING SUGGESTIONS

- **Assist the athlete from the front by holding her hands in front of the body.**
- **Use a Skate-Aid to allow the athlete to practice the skill by himself.**
- **Emphasize keeping the upper body facing forward. If the shoulders turn too far to one side, the skates will twist too much and the skater will make a half-turn.**

D. TURNING

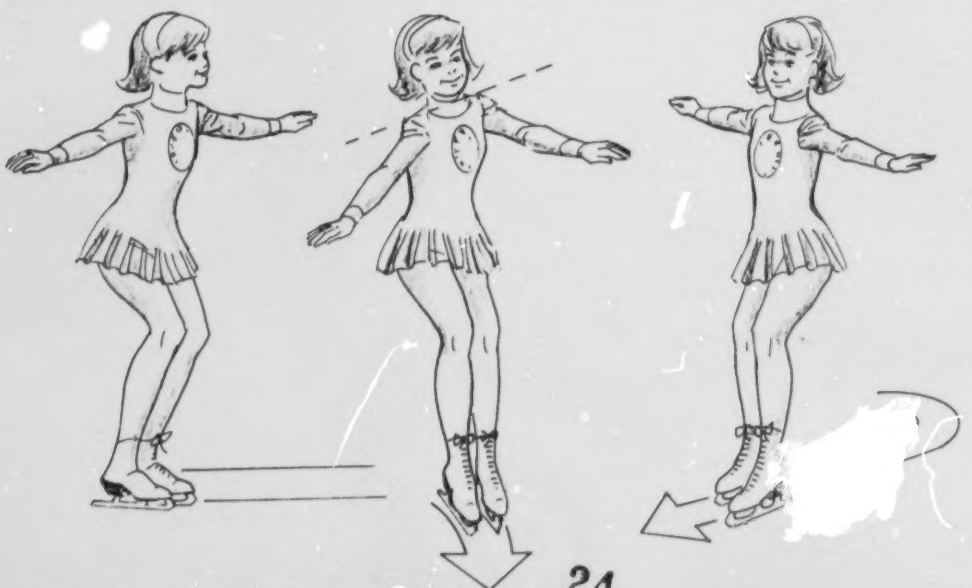
1. Perform a steering turn while skating forward.

TASK ANALYSIS

a. Assume READY position.
b. Walk and glide forward on both skates.
c. Turn head, shoulders and arms in direction of turn.
d. Keep arms out and knees bent.
e. Initiate turn to the left by stepping hard on inside blade of right skate.
f. Distribute weight over the inside skate (left skate if turning left), rotate body slightly in direction of turn and glide through turn.
g. Make at least a half-circle turn.
h. Repeat task, turning in other direction.

TEACHING SUGGESTIONS

- **Have athlete follow lines which are drawn on ice or a course with cones.**
- **Emphasize leaning over the inside skate for proper turning. Suggest putting hand on inside knee to emphasize weight distribution.**



24

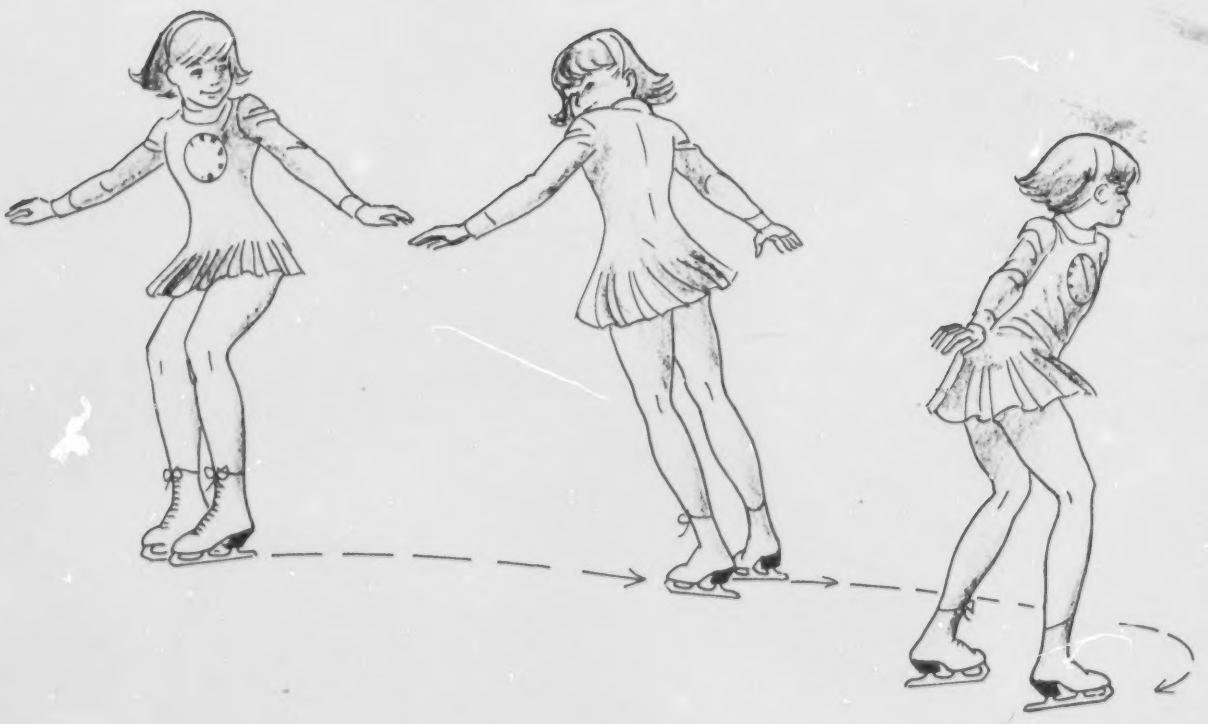
2. Perform a steering turn while skating backward.

TASK ANALYSIS

a. Assume READY position.
b. Walk and glide backward on both skates.
c. Keep arms out and knees bent.
d. Initiate turn to the right by stepping hard on inside blade of left skate.
e. Distribute weight over the inside skate (right skate if turning to the right), look over inside shoulder, rotate body slightly to face the inside and glide through turn.
f. Make at least a half-circle turn.
g. Repeat task, turning in the other direction.

TEACHING SUGGESTIONS

- **Advise athlete to build up enough speed to glide through the entire turn.**
- **Instruct athlete to make wide turn so as not to stop short.**
- **Demonstrate rotation of shoulders. Show how exaggerated rotation makes skates turn too sharply.**



SPORTS SKILLS ASSESSMENT—LEVEL II

INSTRUCTIONS

The Sports Skills Assessment - Level II is designed to test athletes with greater abilities than those in Level I. Coaches should use this test to determine the athlete's ability in Ice Skating once he/she has shown competency in the Sports Skills Assessment - Level I.

In administering the test, observe the athlete as he/she performs each test item. Score the athlete accordingly by checking the box located to the left of each task performed successfully. If there is any question as to the athlete's competence in a particular skill, require the athlete to perform the task 3 out of 5 times.

By graduating from Level I, the athlete will have successfully performed at least 25 items on his/her Skills Assessment - Level I. After scoring the athlete in the Skills Assessment - Level II, total the checked boxes, add 25 and indicate the athlete's present level of ability (i.e., Winner or Champ). If the athlete is performing at a lower or higher skill level than is measured by this test, re-evaluate the athlete utilizing the Skills Assessments - Level I or Level II, respectively.

Skills Assessment - Level II

Pre Score / Post Score — Test Item #1 **Skating**

- ☐ ☐ Strokes forward with left leg.
- ☐ ☐ Strokes forward with right leg.
- ☐ ☐ Strokes forward, alternating sides.
- ☐ ☐ Skates forward with assistance.
- ☐ ☐ Skates forward independently.
- ☐ ☐ Strokes backward with left leg.
- ☐ ☐ Strokes backward with right leg.
- ☐ ☐ Strokes backward, alternating sides.
- ☐ ☐ Skates backward with assistance.
- ☐ ☐ Skates backward independently.
- ☐ ☐ Skates both ways, under control.

Test Item #2 **Turning**

- ☐ ☐ Performs forward outside edge turn.
- ☐ ☐ Performs forward inside edge turn.
- ☐ ☐ Performs forward crossover.
- ☐ ☐ Performs backward crossover.
- ☐ ☐ Performs forward to backward turn.
- ☐ ☐ Performs backward to forward turn.

Pre Score / Post Score — Test Item #3 **Stopping**

- ☐ ☐ Stops, with assistance.
- ☐ ☐ Performs forward snowplow stop.
- ☐ ☐ Performs backward snowplow stop.
- ☐ ☐ Performs T-stop.

Test Item #4 **Participation**

- ☐ ☐ Practices Level II skills infrequently.
- ☐ ☐ Practices skills frequently.
- ☐ ☐ Practices skills with enthusiasm.
- ☐ ☐ Participates in ice skating competition.

Write in the athlete's actual score and check the appropriate skill level achieved:

_____
PRE SCORE

☐ 31-43 Winner
☐ 44-55 Champ

_____
POST SCORE

☐ 31-43 Winner
☐ 44-55 Champ

_____ hrs.
APPROXIMATE TRAINING TIME

4.0 Given demonstration and practice, the athlete will successfully perform Level II Ice Skating Skills.

A. SKATING

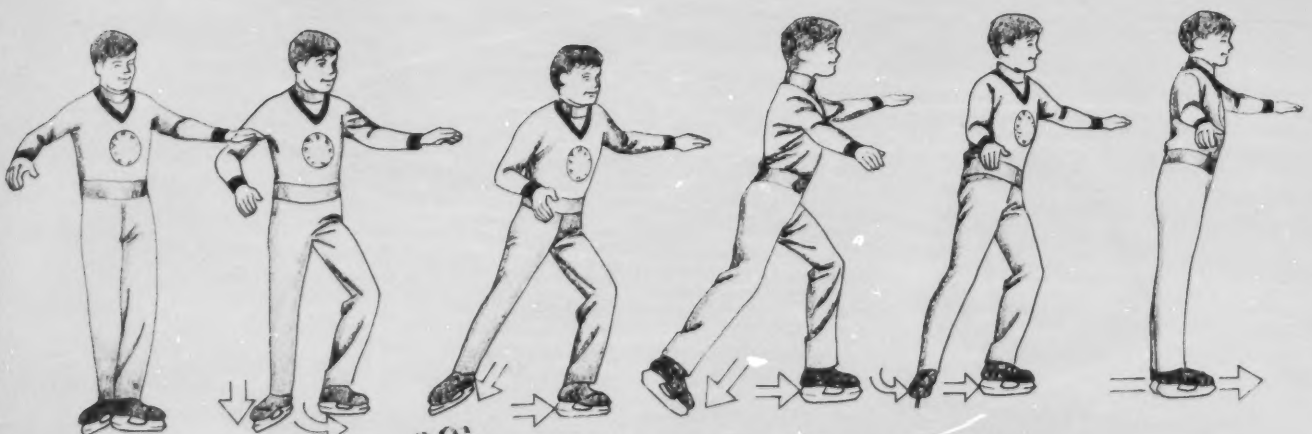
1. Skate forward in push and glide motion for 3 consecutive strokes.

TASK ANALYSIS

a. Assume a well-balanced READY position.
b. Maintain center of balance directly over the center of the skates.
c. Stand on both feet with the toes turned apart (outward about 60 degrees).
d. Bend knees slightly.
e. Turn left toe out.
f. Extend left leg to the left and back, push body forward with inside edge of left skate and transfer weight to the right leg.
g. Lift left skate off ice when left leg is fully extended.
h. Glide for several meters on right skate and push again with left skate, repeating steps 1f-h.
i. Perform the same motion a third time.
j. Hold arms out to the side for balance.
k. Keep head up and eyes focused in direction of travel.
l. Repeat 1f-h with other foot.
m. Once maneuvers have been performed from both sides, perform alternating left and right strokes until smooth skating motion is achieved.

TEACHING SUGGESTIONS

- **Hold the athlete's hands in a low position. Instruct athlete to skate with upper body erect while holding your hands. Gradually reduce support to one hand and only when needed.**
- **Give support initially from directly in front of the athlete and, when he/she is more competent, from the side.**
- **If athlete cannot go forward on skates, check the following: neutralizing momentum by improper position or bad posture, improper setting of feet on the ice (which should be at a 60 degree angle), ice too soft, too much snow on ice, dull or rusty blades.**
- **A lead up drill for this skill is to have the skater "march" 3 or 4 quick steps, glide on both skates, then lift one skate while gliding on the other. Repeat the task and lift the opposite foot.**
- **If skates slide away from athlete check to see if he/she is taking too long a step.**
- **If athlete is tripping over toepicks, check setting of feet, distribution of weight or size of skates.**
- **Instruct the athletes to skate in a large circle around the ice rink. Point to the direction of travel. Instruct the athletes to stay away from the boards. Give the athletes manual assistance when needed by holding one hand.**
- **If skates slide away to the sides while skating, check for dull blades, no angle between feet, or feet too far apart.**
- **If athlete trips or stumbles, be sure he/she is using the inside edges for thrust, and not the toepicks.**



2. Skate backward in push and glide motion for 3 consecutive strokes.

TASK ANALYSIS

a. Assume a well-balanced READY position.
b. Maintain center of balance directly over skates.
c. Stand with both skates pointed forward, about shoulder-width apart.
d. Bend knees slightly.
e. Turn toe of left skate in and balance over right knee.
f. Extend left leg to the left, pushing away with inside edge of left skate.
g. Keep weight over right skate.
h. Bring left skate back to even with right skate after left leg has fully extended.
i. Glide backward for several meters on both skates.
j. Keep right arm in front of body over right knee and left arm to the side.
k. Look over right shoulder but avoid twisting upper body.
l. Repeat steps 2f-k twice.
m. Perform steps 2e-k with other foot:
—turn toe of right skate in
—push out with inside edge of right skate
—keep weight over left leg
—look over left leg.
n. Once maneuvers have been performed from both sides, perform alternating left and right strokes until smooth skating motion is achieved.

TEACHING SUGGESTIONS

- **Provide initial support from in front of the athlete.**
- **Allow the athlete to grasp your arm during first few tries. Relax the athlete's grasp as he/she is more comfortable moving backward.**
- **Be sure that athlete's knees are always bent to insure proper balance.**
- **Teacher should demonstrate backward motion with athlete at his side. Athlete should mimic the teacher's motions. Then let the athlete assume role of teacher, so teacher must mimic athlete's motions.**
- **Emphasize keeping the shoulders square. Twisting the upper body will result in the skates curving in that direction.**
- **A lead up drill to this skill is to have the skater "march" backward for several steps, glide backward on both skates, then lift one foot while gliding on the other. Repeat the task with opposite foot.**

28

B. TURNING

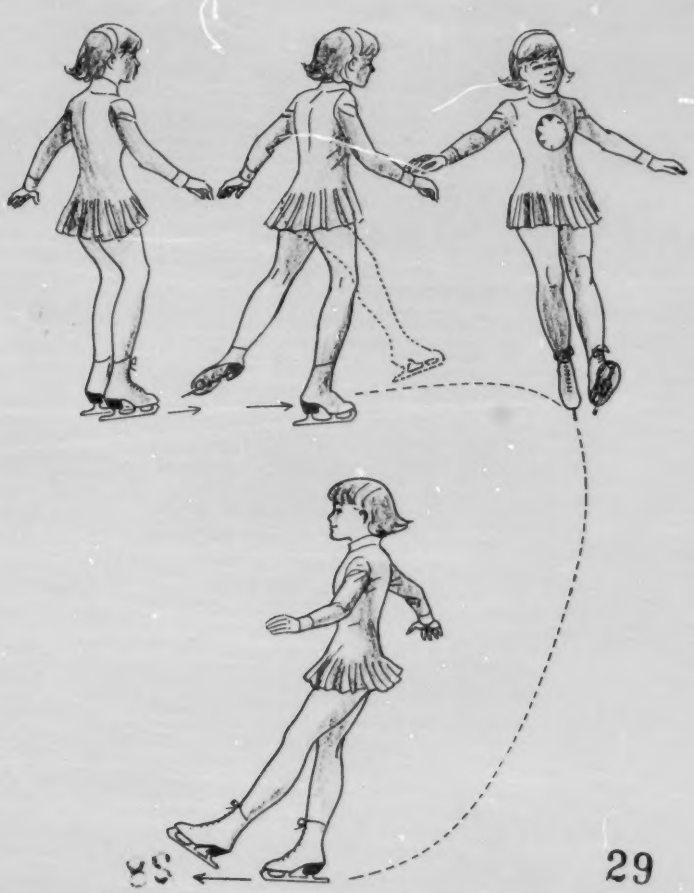
1. Perform a forward turn on the outside edge.

TASK ANALYSIS

a. Assume READY position.
b. Stroke forward with left foot and glide on right skate.
c. At predetermined spot, stop stroking and start turn to the right by leaning over the right skate.
d. Lift and hold the left leg in free position in front of the right, or skating, leg.
e. Gliding on a straight right leg, lean to the right and turn to the right on the outside edge of the right skate.
f. Rotate shoulders in direction of turn, so left arm points forward and right arm trails.
g. Keep head up and back straight.
h. Make a shallow, half-circle turn to the right.
i. Repeat task with opposite foot.

TEACHING SUGGESTIONS

- **Be sure the athlete uses the proper inside edge, and not the toe, for stroking.**
- **Have athlete follow lines which are drawn on the ice, or a course with cones.**
- **Have athlete skate a zigzag pattern through cones, alternating left foot stroke to right foot stroke. Be sure the athlete does not try to skate too quickly through the course. The course will help the skater practice gliding and turning on one skate.**
- **Emphasize maintaining a fairly straight posture when making turn to the outside.**



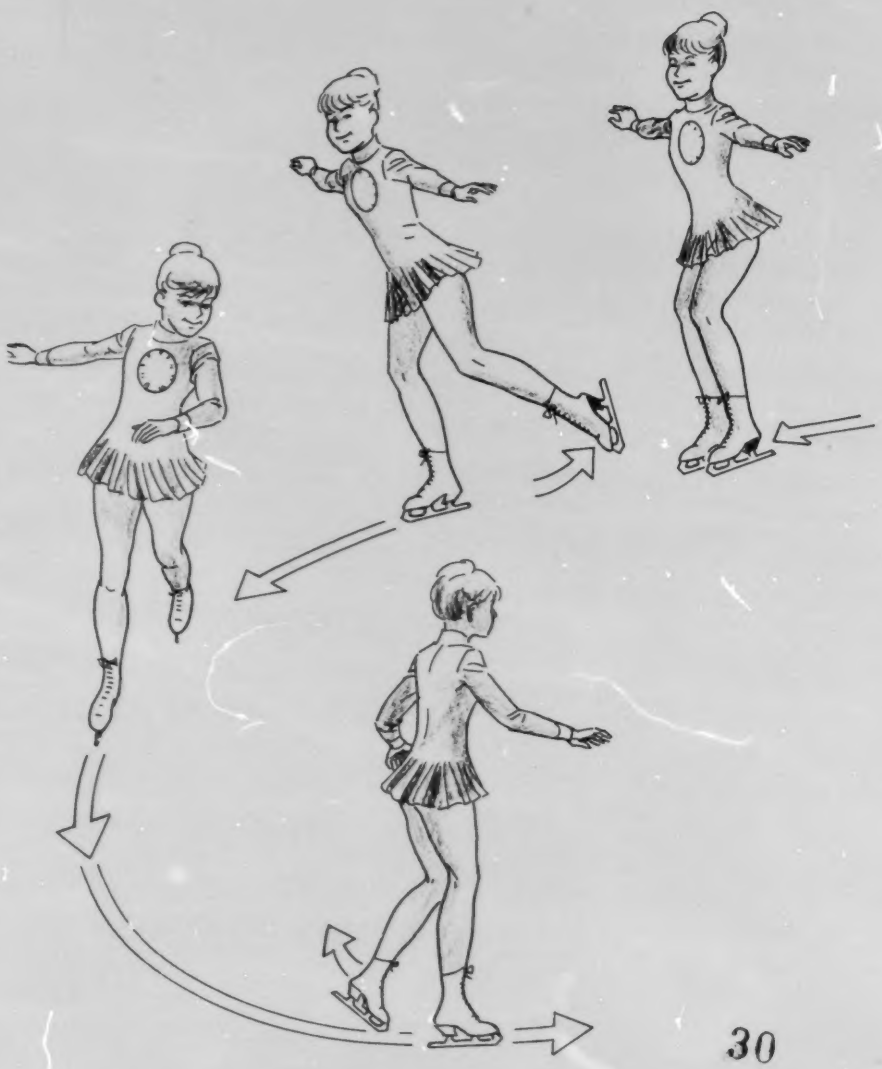
2. Perform a forward turn on the inside edge.

TASK ANALYSIS

a. Assume READY position.
b. Stroke forward with left skate and glide on right skate.
c. At predetermined spot, stop stroking and start turn to the left by leaning to the left.
d. Bend skating leg slightly at the knee.
e. Lift and hold left leg behind and slightly to the side of the right leg in a trailing position.
e. Rotate shoulders to the left. Keep head up and back straight.
f. Gliding on the inside edge of the right skate, make a shallow, half-circle turn to the left.
g. Repeat task with opposite foot.

TEACHING SUGGESTIONS

- **Be sure the athlete builds up enough speed to glide through the entire turn.**
- **Instruct athlete to make wide turn so as not to stop short.**



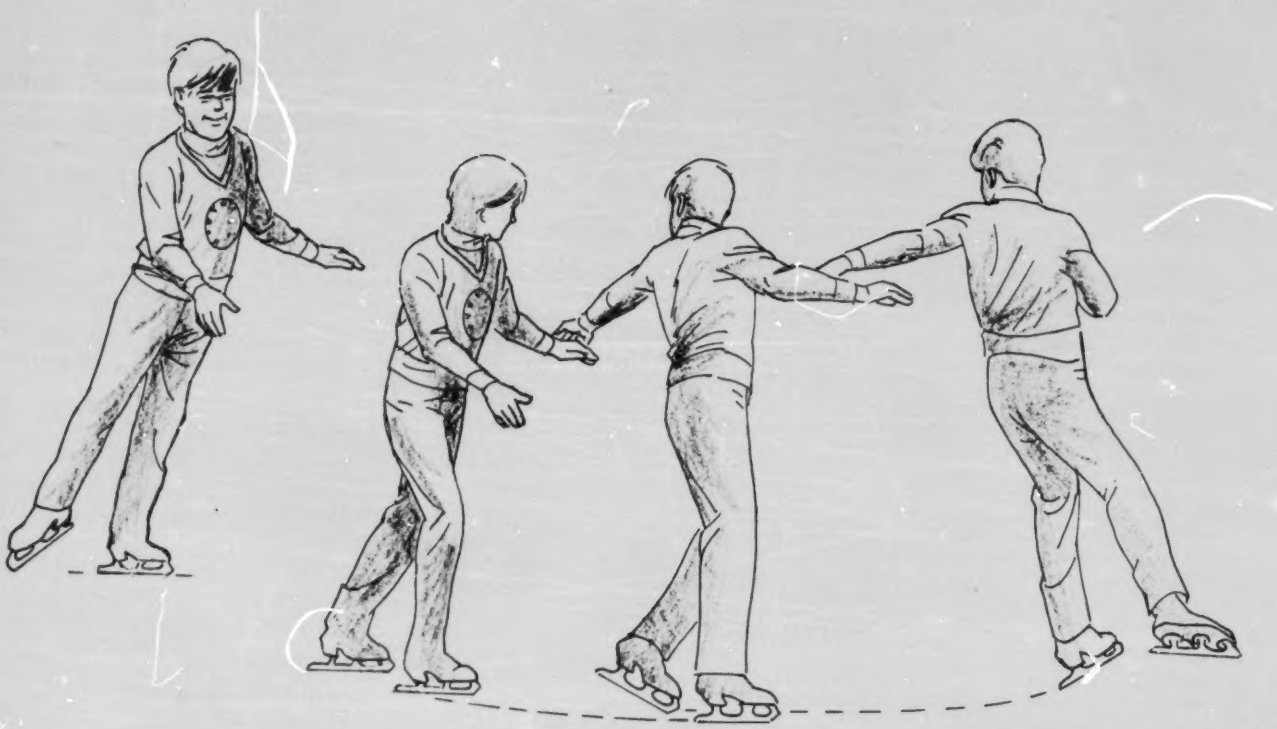
3. Perform forward crossover.

TASK ANALYSIS

a. Assume READY skate position.
b. Skate forward in a counter-clockwise movement.
c. Glide on outside edge of left skate.
d. Move free leg forward, lifting the knee and keeping the free foot parallel to the ice.
e. Cross free foot in front of skating leg with the calf of free leg and shin of skating leg brushing against each other.
f. Set free foot down on inside edge of blade in front of and slightly left of the left (skating) foot.
g. Lift left leg into air as right skate contacts the ice.
h. Bend knees slightly and bring left leg forward next to right (skating) foot.
i. Repeat steps 3c-h to achieve a full circle.
j. Perform same manner in clockwise movement.

TEACHING SUGGESTIONS

- **Demonstrate crossover on dryland. Have athlete practice crossover movement on dryland. Progress to ice. Provide support if necessary.**
- **Instruct athletes to turn head, shoulders and arms in direction of turn.**
- **Identify the four different edges of the skates' blades: right and left, inside and outside.**
- **Discuss the uses for the edges: thrust, stopping and turning.**
- **Diagram the skate blade on paper or on a blackboard, and discuss the mechanics of the blade.**
- **Have the athlete identify each edge.**



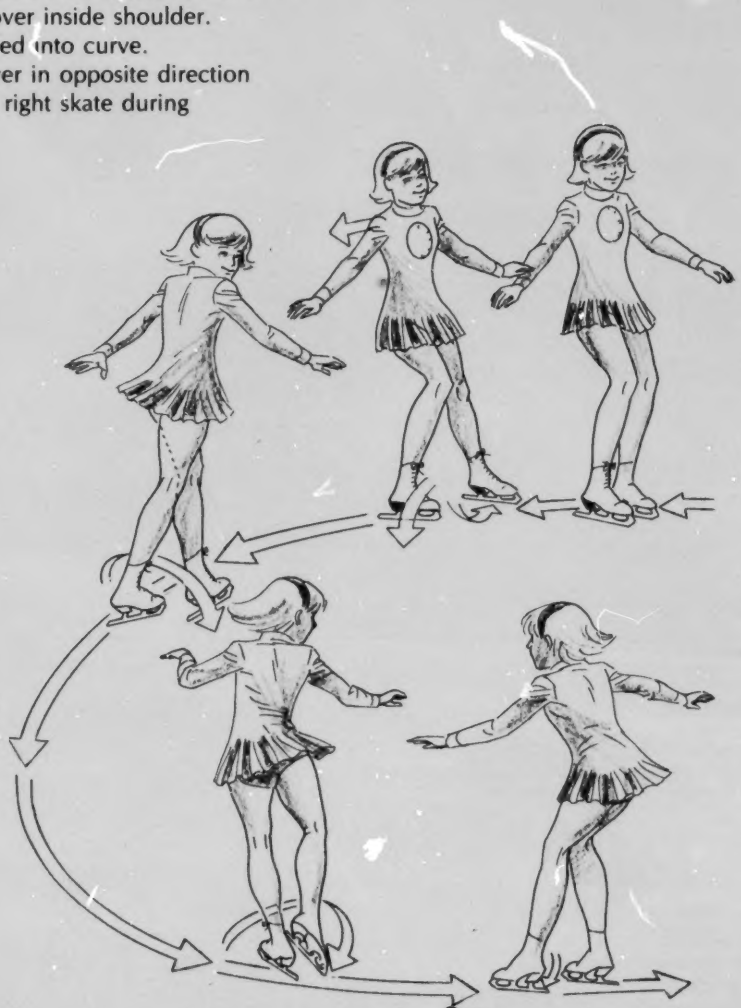
4. Perform a backward crossover.

TASK ANALYSIS

a. Assume READY skate position.
b. Skate backward in a counter-clockwise curve.
c. Push off with inside edge of left skate.
d. Transfer weight to outside edge of right skate. Lean over right skate.
e. Lift left skate. Cross it in front of right skate.
f. Place left skate on ice in front of and to the right of right skate.
g. Transfer weight to left skate.
h. Lift right skate up and out from behind left skate.
i. Place right skate to the right of the left skate.
j. When putting right skate back onto the ice, transfer weight to it and push off from the inside edge of the left skate.
k. Repeat steps 4c-j to continue a crossover turn.
l. Keep head up. Look over inside shoulder.
m. Keep upper body turned into curve.
n. Perform same maneuver in opposite direction so left skate is behind right skate during crossover.

TEACHING SUGGESTIONS

- **Demonstrate proper backward crossover.**
- **Practice maneuver on dryland.**
- **A lead up drill for this skill is to have the skater step sideways, crossing one foot over the other, and then uncrossing. Alternate direction of step so skater practices crossing each foot over the other.**



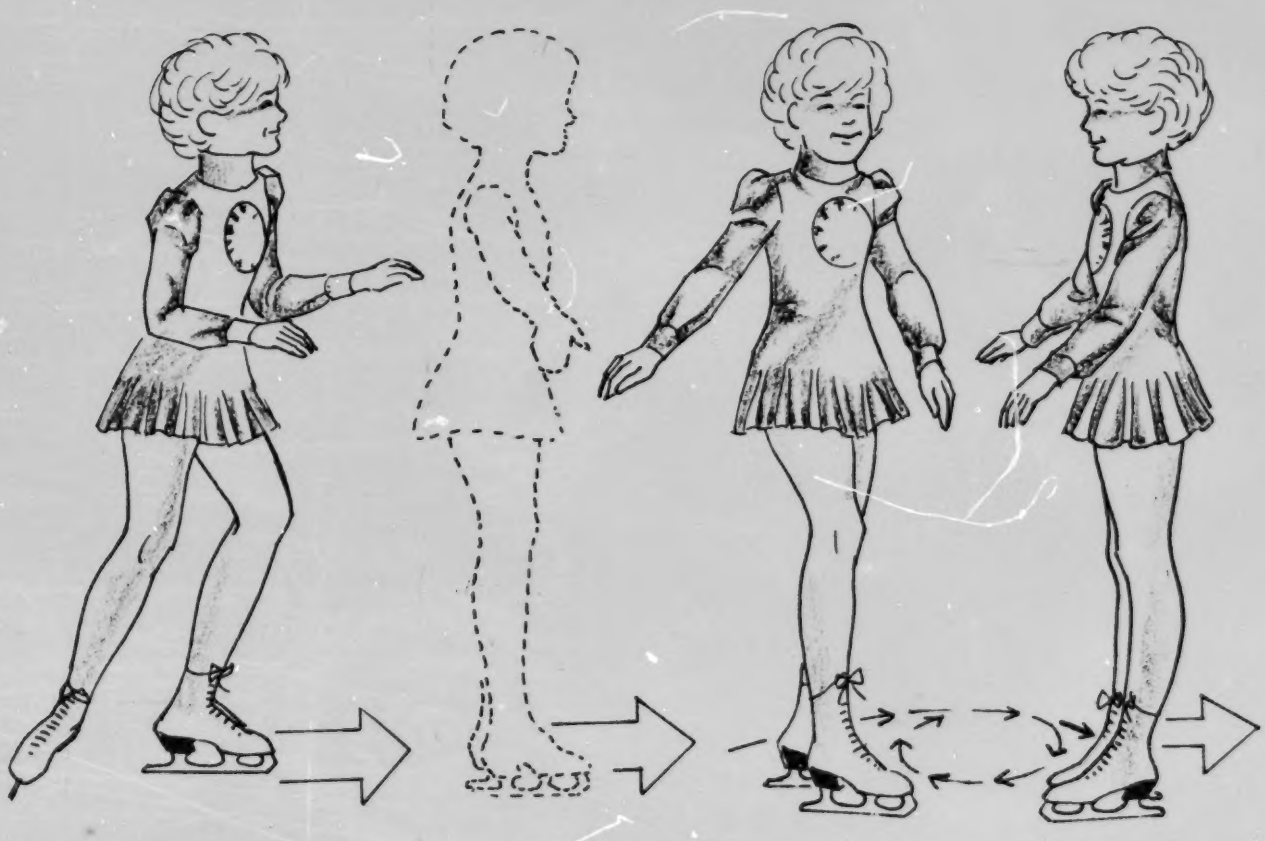
5. Perform a forward to backward turn.

TASK ANALYSIS

a. Assume READY skate position.
b. Skate forward.
c. Glide on both skates, fairly close together.
d. At predetermined spot, rotate head and shoulders to the right.
e. Hold this position and glide forward for a few meters. Avoid curving to the right.
f. Exert pressure with shoulders and switch lower body around quickly.
g. Continue to skate, now backward.
h. Keep head up and arms out for balance.

TEACHING SUGGESTIONS

- **Assist athlete by holding his/her hands out in front of the body.**
- **Athlete must practice twisting his/her upper body to the side while holding a straight skating line. Have athlete perform upper body twists to both sides while skating forward in a straight line.**



6. Perform a backward to forward turn.

TASK ANALYSIS

a. Assume READY skate position.
b. Skate backward.
c. Glide on both skates.
d. At predetermined spot, place weight on outside edge of left skate. Turn head to the right. Rotate right skate to the right.
e. Step down on right skate and lift left skate off ice at same time.
f. Bring left skate around and place next to right skate.
g. Continue to skate, now forward.
h. Perform task to the left.

TEACHING SUGGESTIONS

- **Practice this move off ice first.**
- **Emphasize transfer of weight: from both skates while going backward; to the left skate while moving the right; to the right skate while moving the left; to both skates while going forward.**
- **Emphasize keeping head up and arms out for balance.**

34

STOPPING—LEVEL II

C. Stopping

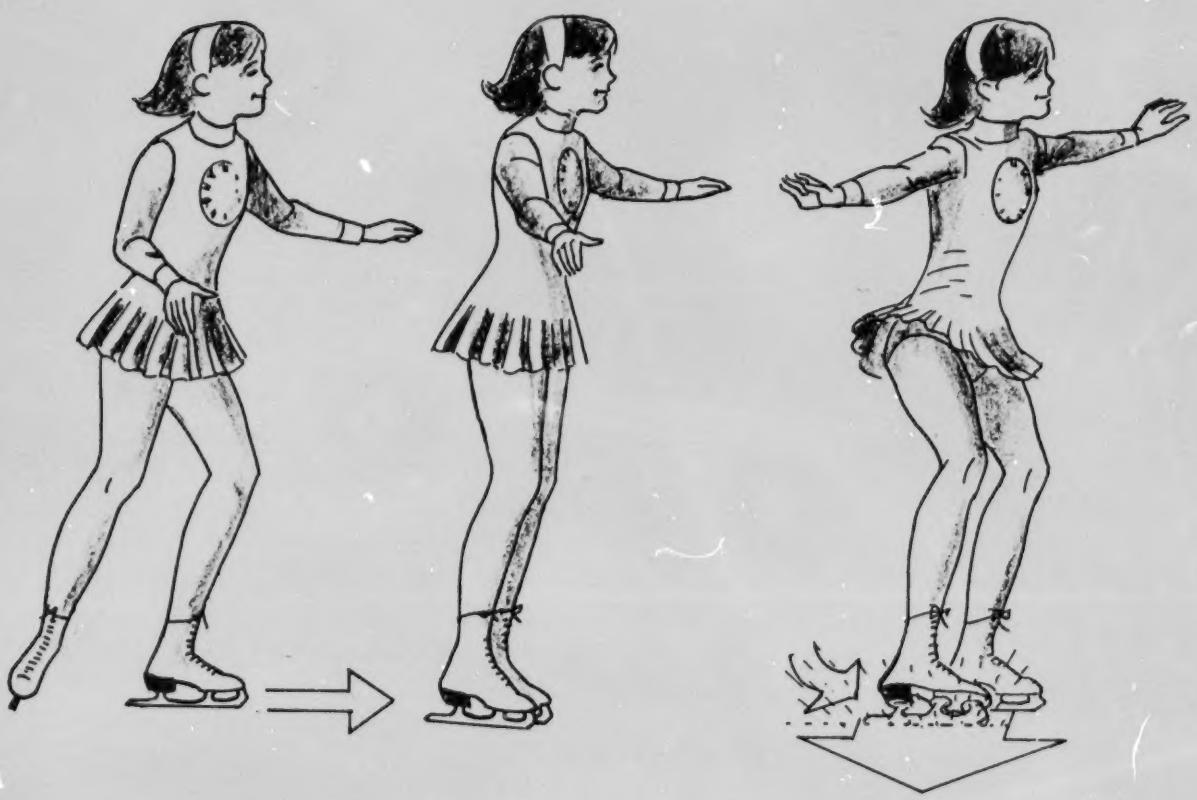
1. Perform a one-foot forward snowplow stop.

TASK ANALYSIS

a. Assume READY skate position.
b. Skate forward.
c. Glide on both skates.
d. Slide right heel apart with toe pointed inward.
e. Force the right skate to slide to the side and slightly forward by applying gentle pressure to the inside edge of this skate's blade.
f. Come to a gradual stop.
g. The entire maneuver should be performed in a straight line.
h. Perform steps 1a-g with left side.
i. Keep arms out for balance.

TEACHING SUGGESTIONS

- **Demonstrate the one-foot forward snowplow stop.**
- **Assist the athlete by supporting him/her from the side, and show the athlete the correct motion from there. Gradually reduce assistance as athlete progresses.**
- **Emphasize bending the knees.**
- **Suggest to the athlete that he/she place right hand on knee to emphasize placement of weight on plowing skate.**



STOPPING—LEVEL II

2. Perform a forward snowplow stop.

TASK ANALYSIS

a. Assume READY skate position.
b. Skate forward.
c. Glide on both skates.
d. To stop, slide both heels apart gradually with the toes pointed inward.
e. Force both skates to slide to the side.
f. Come to a gradual stop.
g. The entire maneuver should be performed in a straight line.

TEACHING SUGGESTIONS

- **Demonstrate the snowplow stop.**
- **Assist the athlete from the front: Reduce assistance as athlete progresses.**
- **Emphasize bending the knees.**
- **If athlete overturns during stop, check for too much weight on one skate, for not enough of a gradual slide to a stop, or for not using inside edges to stop.**

3. Perform a one-foot, backward snowplow stop.

TASK ANALYSIS

a. Assume READY skate position.
b. Skate backward.
c. Glide on both skates.
d. Slide right toe apart with heel pointed inward.
e. Force the right skate to slide back.
f. Come to a gradual stop using right inside edge to scrape the ice.
g. The entire maneuver should be performed in a straight line.
h. Repeat steps 3b-g with opposite skate.

TEACHING SUGGESTIONS

- **Demonstrate the one-foot backward snowplow stop.**
- **Assist the athlete from the front. Try to reduce assistance after a few tries, so the athlete develops balance and timing.**
- **Emphasize bending the knees, and keeping arms out in front for balance.**

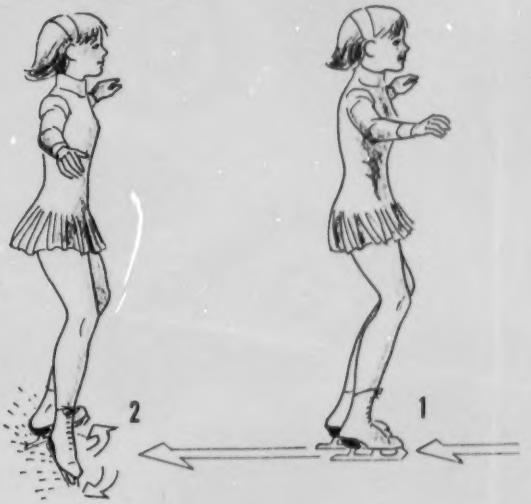
4. Perform a backward snowplow stop.

TASK ANALYSIS

a. Assume READY skating position.
b. Skate backward.
c. Glide with both skates fairly close together.
d. Slide both toes apart with the heels pointed inward.
e. Force both skates to slide to the side by applying gentle pressure to the inside edges of both skates' blades.
f. Come to a gradual stop using inside edges to scrape the ice.
g. The entire maneuver should be performed in a straight line.

TEACHING SUGGESTIONS

- **Demonstrate the backward snowplow stop.**
- **Assist the athlete from the front. Try to reduce assistance after a few tries, so the athlete develops balance and timing.**
- **Emphasize bending the knees, and keeping arms out for balance.**



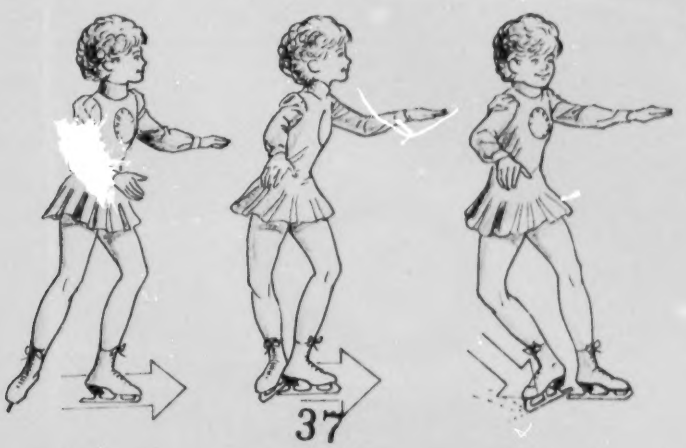
5. Perform a T-stop.

TASK ANALYSIS

a. Assume READY skate position.
b. Skate forward.
c. Glide on left skate, and in a straight line.
d. Place right skate behind and at a right angle to the gliding skate.
e. Make sure the arch of the back skate is directly behind the heel of the gliding skate.
f. Rotate shoulders to 45 degrees and hold arms so they form a right angle, i.e.: left arm points forward, right arm points to the right side.
g. Shift weight gradually to right skate, and apply outside edge of back skate to the ice.
h. Apply more weight to back skate in order to put pressure on blade, and come to a stop.
i. Edge of back skate should shave the ice while coming to the stop.

TEACHING SUGGESTIONS

- **Emphasize transfer of weight from gliding skate to stopping skate.**
- **Practice weight change by assuming proper "T" position, and rocking forward and backward on skates.**
- **Practice the T-stop each way: first with the right foot back, then with left foot back.**
- **Instruct athlete to think about keeping left hand over left toe and right hand over right toe to achieve 45 degree angle of the shoulders.**



SPORTS SKILLS ASSESSMENT—LEVEL III

INSTRUCTIONS

The Sports Skills Assessment - Level III is designed to test athletes with greater abilities than those in Level II. Coaches should use this test to determine the athlete's ability in Ice Skating once he/she has shown competency in the Sports Skills Assessment - Level II. The Level III Sports Skills section is divided into Speed Skating and Figure Skating. Accordingly, there are different Sports Skills Assessments for these separate sports skills. When the athlete progresses to Level III, administer the assessment test of his/her choice.

In administering this test, observe the athlete as he/she performs each test item. Score the athlete accordingly by checking the box located to the left of each task performed successfully. If there is any question as to the athlete's competence in a particular skill, require the athlete to perform the task 3 out of 5 times.

By graduating from Level II, the athlete will have successfully performed at least 50 items total on his/her Skills Assessments - Level I and Level II. After scoring the athlete in the Skills Assessment - Level III, total the checked boxes, add 50 and indicate the athlete's present level of ability (i.e. Superchamp or Superstar). If the athlete can not perform any Level III sports skills, re-evaluate him/her utilizing the Skills Assessment - Level II.

Skills Assessment - Level III

Speed Skating

Pre Score / Post Score

Test Item #1 **Speed Skating Skills**

- ☐ ☐ Attempts Hockey stop.
- ☐ ☐ Performs Hockey stop, under control.
- ☐ ☐ Performs two-arm racing swing.
- ☐ ☐ Performs one-arm racing swing.

Test Item #2 **Speed Skating Competition**

- ☐ ☐ Attempts to compete in Speed Skating race.
- ☐ ☐ Completes 50 Meter race.
- ☐ ☐ Completes 50 Meter race using two-arm racing swing.
- ☐ ☐ Completes 100 Meter race.
- ☐ ☐ Completes 100 Meter race using crossovers.
- ☐ ☐ Completes 400 Meter race.
- ☐ ☐ Completes 400 Meter race using one-arm racing swing.

Pre Score / Post Score

Test Item #3 **Speed Skating Participation**

- ☐ ☐ Practices Speed Skating skills frequently.
- ☐ ☐ Shows enthusiasm when speed skating.
- ☐ ☐ Participates cooperatively and competitively in Speed Skating.
- ☐ ☐ Participates in at least two races.
- ☐ ☐ Participates independently in Speed Skating.
- ☐ ☐ Consistently exhibits safety and fair play in Speed Skating.

Test Item #4 **Knowledge of Speed Skating**

- ☐ ☐ Identifies boundaries of Speed Skating race course.
- ☐ ☐ Understands rules and regulations of Speed Skating area.
- ☐ ☐ Understands importance of sportsmanship in Speed Skating.
- ☐ ☐ Follows rules and regulations of Speed Skating competition.
- ☐ ☐ Understands importance of safety in Speed Skating.

Write in the athlete's actual score and check the appropriate skill level achieved:

_____ **PRE SCORE**	☐ 56-66 Superchamp ☐ 67-77 Superstar

_____ **POST SCORE**	☐ 56-66 Superchamp ☐ 67-77 Superstar

_____ hrs.
APPROXIMATE TRAINING TIME

Skills Assessment - Level III

Figure Skating

Pre Score | Post Score | Test Item #1 **Figure Skating Skills**

- ☐ ☐ Attempts Toe pick stop.
- ☐ ☐ Performs Toe pick stop.
- ☐ ☐ Performs Hockey stop, under control.
- ☐ ☐ Performs forward outside three turn.
- ☐ ☐ Performs outside Waltz three turn.
- ☐ ☐ Performs forward open Mohawk turn.
- ☐ ☐ Performs a Bunny Hop.
- ☐ ☐ Performs Waltz jump.
- ☐ ☐ Performs Lunge glide.
- ☐ ☐ Performs One-legged sitting glide.
- ☐ ☐ Performs Two-foot spin.
- ☐ ☐ Performs One-foot spin.
- ☐ ☐ Performs forward pivot.
- ☐ ☐ Performs forward arabesque.

Test Item #2 **Figure Skating Competition**

- ☐ ☐ Attempts to compete in Figure Skating competition.
- ☐ ☐ Completes compulsory routine.
- ☐ ☐ Completes free-style routine.
- ☐ ☐ Completes free-style routine using required figure skating moves.
- ☐ ☐ Independently selects music for free-style routine.
- ☐ ☐ Performs free-style routine with music and within the required time limit.

Pre Score | Post Score | Test Item #3 **Figure Skating Participation**

- ☐ ☐ Practices Figure Skating skills infrequently.
- ☐ ☐ Practices Figure Skating skills frequently.
- ☐ ☐ Participates cooperatively and competitively in Figure Skating.
- ☐ ☐ Shows enthusiasm when Figure Skating.
- ☐ ☐ Consistently exhibits safety and fair play in Figure Skating.

Test Item #4 **Knowledge of Figure Skating**

- ☐ ☐ Identifies boundaries of Figure Skating area.
- ☐ ☐ Understands rules and regulations of Figure Skating area.
- ☐ ☐ Understands importance of sportsmanship in Figure Skating.
- ☐ ☐ Follows rules and regulations of Figure Skating competition.
- ☐ ☐ Understands importance of safety in Figure Skating.

Write in the athlete's actual score and check the appropriate skill level achieved:

_____ PRE SCORE	☐ 56-70 Superchamp ☐ 71-85 Superstar

_____ POST SCORE	☐ 56-70 Superchamp ☐ 71-85 Superstar

_____ hrs.
APPROXIMATE TRAINING TIME

5.0 Given demonstration and practice, the athlete will successfully perform Level III Ice Skating Skills.

A. FIGURE SKATING

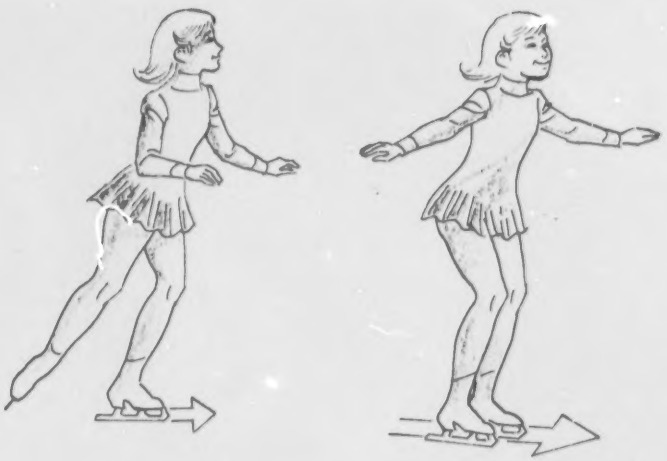
1. Perform a Toe pick stop.

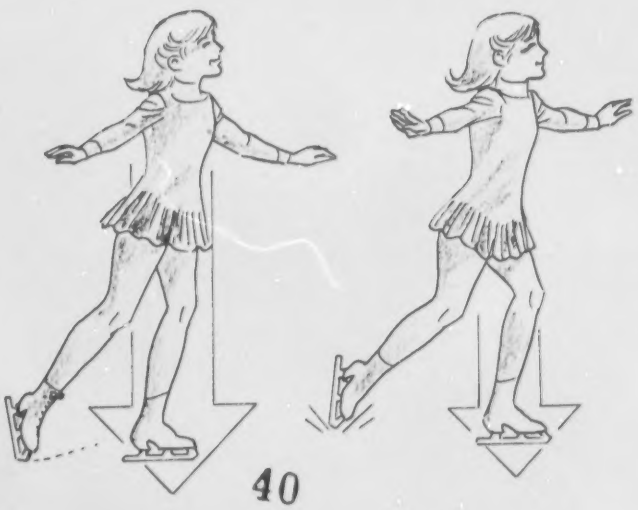
TASK ANALYSIS

a. Skate forward.
b. Glide forward on both skates.
c. Keep knees bent and arms out for balance.
d. Gradually let right skate drag behind body.
e. Place most of the body weight on the left leg.
f. Apply gradual pressure to the ice with the toe pick of the right skate. Heel of this skate points up.
g. Come to a controlled stop.
h. Keep head up during entire task.

TEACHING SUGGESTIONS

- **Demonstrate and explain that this skill is performed in a relaxed manner. The toe pick used for stopping has only to drag behind the skater far enough to fully use the teeth of the pick. The skater's legs should not be too far apart as to be uncomfortable.**
- **Practice the toe pick stop each way: first with the right skate, then with the left.**
- **Emphasize that this skill should be performed in a straight line.**





2. Perform a hockey stop.

TASK ANALYSIS

a. Skate forward.
b. Turn one foot inward slightly against the skating direction.
c. Place weight slowly on the turned foot and turn shoulders in the same direction.
d. Move the other foot in the air and set it down parallel to the turned foot.
e. Use the inside edge of the forward skate, and the outside edge of the rear skate.
f. Push down on the edges and come to an abrupt stop.

TEACHING SUGGESTIONS

- **Advise the athlete to place hands on knees to help push down on skates when stopping.**
- **Spot the athlete. The skater may have difficulty retaining his/her balance.**
- **Practice the hockey stop each way: first with the right skate forward, then with the left skate forward.**

3. Perform a forward outside three turn.

TASK ANALYSIS

a. Skate forward in a relaxed manner.
b. Glide forward on both skates and begin shallow curve to the right by leaning over the right skate.
c. Lift left skate and hold it in a trailing position behind skating leg. Continue curve to the right.
d. Assume the prepared position by twisting hips and shoulders to the right so upper body faces toward the inside of the curve.
e. With the hips and shoulders strongly rotated, flick the skating foot around (in a clockwise direction) and onto a back inside edge.
f. Check over-rotation of hips and shoulders after the turn by holding left shoulder back and right arm in front of body so the upper body faces toward the inside of the curve.
g. Keep free leg in trailing position, head up and back straight during entire maneuver.
h. Continue clockwise curve, now on a back inside edge.

TEACHING SUGGESTIONS

- **Practice the outside three turn on the right, as well as the left side.**
- **Practice the turn by holding on to the rink boards from the skating leg's side.**
- **Practice each part of the turn separately: prepared position - holding hip and shoulders in a strongly rotated position; turn - flicking the skating foot around 180 degrees; and checked position - reversing the rotation of the turn.**
- **Emphasize the importance of good preparation to the turn. A strongly prepared position will make the actual turn seem simple.**

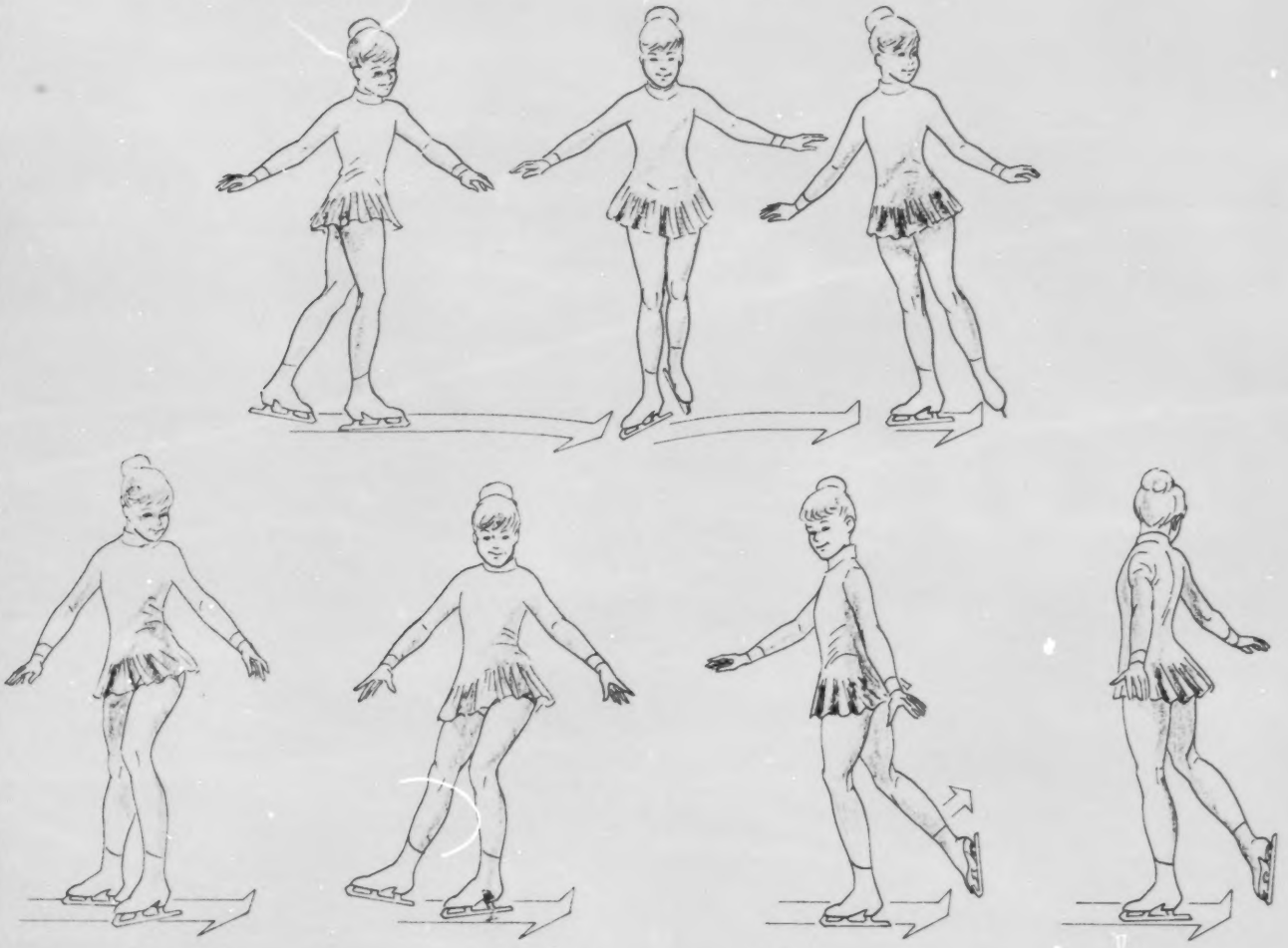
4. Perform a forward outside Waltz three turn.

TASK ANALYSIS

a. Skate forward in a relaxed manner.
b. Glide forward on a curve on one skate, and assume the prepared position for an outside three turn.
c. Perform the three turn and continue gliding, now on a back inside edge.
d. Bring free foot forward and place it down onto a back outside edge without changing the upper body position.
e. Put weight on new skating leg and take old skating leg back to a trailing position. Turn shoulders slightly to square them with the line of travel.
f. Keep body upright during the entire maneuver.
g. Continue gliding through the curve on the back outside edge.

TEACHING SUGGESTIONS

- **The athlete must be competent in the three turn before attempting the Waltz three turn.**
- **Explain the reasons for switching to a back outside edge after the turn: from this position, it will be simple for the skater to turn to the outside (back to the curve) and step onto a forward edge.**
- **Emphasize keeping the body erect during the entire skill.**



5. Perform a forward inside open Mohawk turn.

TASK ANALYSIS

a. Skate forward in a relaxed manner.
b. Glide forward on a curve on a left forward inside edge.
c. Hold free leg in a trailing position.
d. To make turn, place free foot at a right angle to the skating foot, so the heel of the free skate is not more than 20 cm. from the instep of the skating foot.
e. Rotate shoulders strongly toward the free side, keeping the skates in their prepared position.
f. Face the middle of the curve, with the left arm positioned above the free foot, and the right arm pointing behind the skater.
g. Place free foot on the ice, ball of the foot first.
h. At the same time, let the skating foot slide quickly along its line of travel. Lift left skate off the ice, and rotate the hips toward the center of the curve.
i. Glide on the right back inside edge, with left leg in a free, trailing position. This checked position is similar to the finish of the ouside three turn.

TEACHING SUGGESTIONS

- **Practice this turn on dryland.**
- **Practice this turn along the rink boards in a similar manner to practicing the three turn.**
- **Emphasize achieving a strong prepared position. This will make the turn a smooth and simple maneuver.**
- **Demonstrate how to use the arms as a check against over-rotation after the turn.**
- **Emphasize keeping an erect upper body, and being "light on one's feet" during the turn.**

6. Perform a Bunny Hop.

TASK ANALYSIS

a. Assume READY skate position.
b. Skate forward.
c. Glide forward on left skate.
d. Bend left knee sharply. Swing right leg forward and jump into the air.
e. Land on toe pick of right skate.
f. Push forward with right toe pick and land flat on blade of left skate. Left skate lands forward of right skate.
g. Keep head up and arms out.
h. Repeat sequence on opposite foot.

TEACHING SUGGESTIONS

- **Practice the Bunny Hop by walking on toepicks in order to get a feel for the balance skill involved in landing on a toepick.**
- **Practice the maneuver off ice. Emphasize control. Jumps do not have to be so high or so long to be effective.**

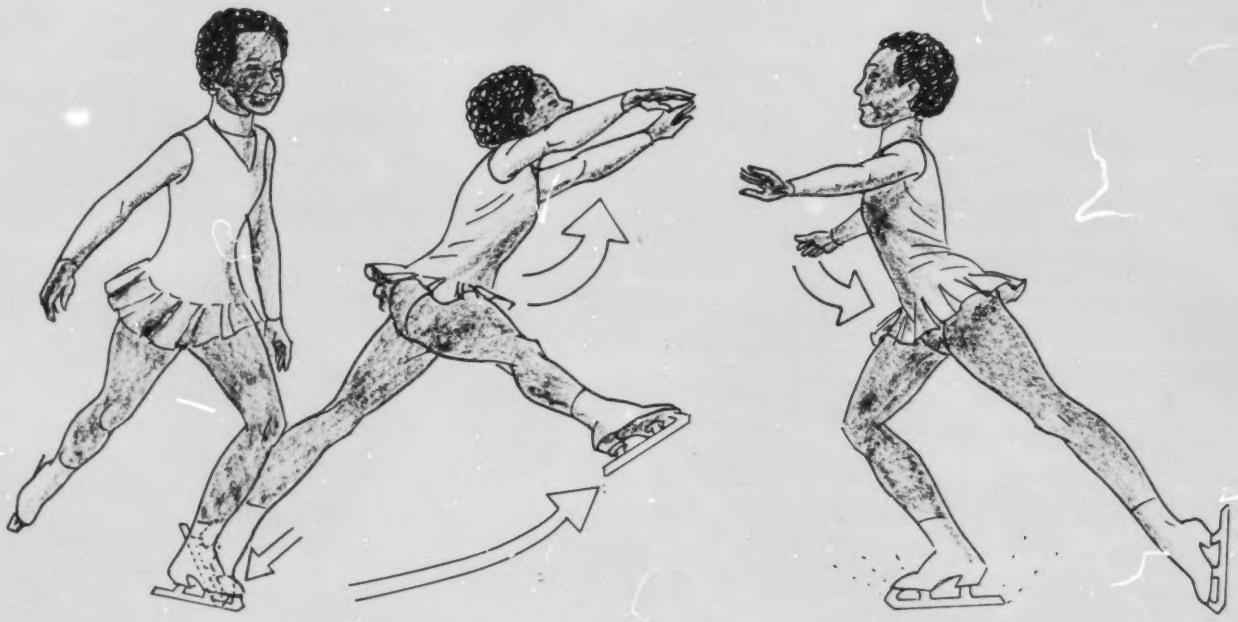
7. Perform a Waltz jump.

TASK ANALYSIS

a. Skate forward in a relaxed manner.
b. Stroke strongly off the right skate and assume a left forward outside edge.
c. Swing free leg forward and up to initiate the jump.
d. Push off from left foot and jump into the air.
e. Make a half turn in the air (in this case turning in a counter-clockwise direction).
f. Land on a right back outside edge, with head up looking in direction from where the skater came, arms held out to the sides for balance, hips square to the skating line, and free leg (now the left leg) held straight back in a checked position.
g. Continue gliding on a right back outside edge.

TEACHING SUGGESTIONS

- **Practice this maneuver on dryland first, without skates.**
- **Ask beginning jumper to make small waltz jumps. Increase the height and length of the jumps only when the athlete has the ability and confidence.**
- **To increase height of the jumps, swing free leg more strongly and throw the arms forward and up for better lift.**
- **Be sure to keep the jumper's free leg, hips and shoulders from rotating too far around while in the air. Initiate the turn with the forward movement of the free leg and allow the rest of the body to follow naturally. If the skater tries to force the turn, his/her rotation will be extreme.**



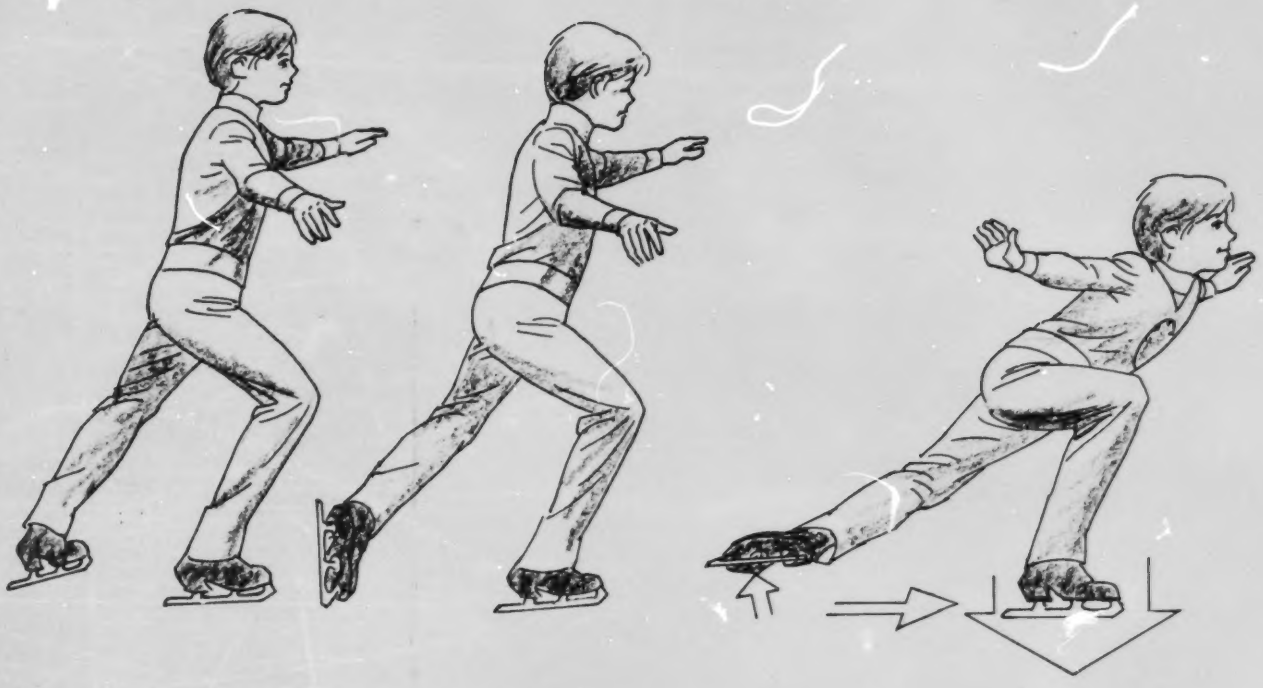
8. Perform a lunge glide.

TASK ANALYSIS

a. Skate forward in a relaxed manner.
b. Stroke strongly with the left skate.
c. At the finish of the stroke, lower hips to the height of the skating knee (the right one in this case).
d. Glide forward with weight over skating knee, back straight and free leg trailing in an extended horizontal position.
e. Free foot drags along the ice during the lunge glide with only the side ball part of boot contacting the ice.
f. Glide forward in lunge position for several meters.

TEACHING SUGGESTIONS

- **Arms and head positions are optional, but generally, the head is up and facing forward and the arms are thrust forward for gliding momentum and balance.**
- **Practice the lunge on the right leg as well as the left leg.**
- **Emphasize holding the back straight. It is important for the appearance of this move that the back, hips and free leg are on the same line.**



9. Perform a one-legged sitting glide.

TASK ANALYSIS

a. Skate forward in a relaxed manner.
b. Glide forward on both skates.
c. Lower hips to the height of the skating knee (the right one in this case). Do not let buttocks rest on heels.
d. Extend left leg forward with the toe pointed out and no part of the free leg or skate contacting the ice.
e. Hold the back straight. Keep weight pressed forward over the skating ankle.
f. Glide forward in one-legged sitting position for several meters.

TEACHING SUGGESTIONS

- **Arms and head positions are optional, but generally, the skater uses the arms to support the free leg during the glide and the head is up and facing forward.**
- **Practice this position on dryland first, without skates. Practice the glide on each leg.**
- **Athlete may use the rink boards to assist him/her when practicing this move on ice.**
- **Emphasize keeping weight pressed forward during the glide. This helps the skater return to a standing position.**

10. Perform a two-foot spin.

TASK ANALYSIS

a. Skate forward in a relaxed manner.
b. Lean over left skate and perform steering turn in direction of spin (counter-clockwise).
c. Make decreasingly-sized circles with tighter steering turns until the spinning point is reached.
d. At spinning point, bring skates together, straighten body and hold arms up in front of the chest, elbows bent and hands interlocked.
e. Spin on the flat of both skates, weight placed over the ball of the inside foot and the heel of the outside foot.
f. Exit spin on back edges.

TEACHING SUGGESTIONS

- **Practice this move near the rink boards in order to help keep one's bearings.**
- **It is important to not let the spin "travel", which means the skater must stay on one spot while spinning.**
- **Keep head still during the spin. Do not attempt to focus on any one thing while spinning.**
- **Make a spot on the ice with paint to assist the skater in placing the spin.**

11. Perform a one-foot spin.

TASK ANALYSIS

a. Skate backward in a clockwise direction.
b. Start clockwise curve by skating backward crossovers.
c. Point left arm to the back and square the shoulders to the inside of the turn.
d. From a right back inside edge in the crossover, step strongly on to a left forward outside edge.
e. Force the left forward outside edge into a very tight, counter-clockwise curve.
f. At spinning point, straighten skating leg and bring free leg up next to the skating leg.
g. Spin on left skate in counter-clockwise direction with the bottom-most pick barely scratching the ice. Hold arms at chest height, elbows bent and hands interlocked. Rest free foot atop the skating foot with free leg bent at the knee.
h. Exit the spin on a right back outside edge.

TEACHING SUGGESTIONS

- **Skater must prepare to spin by skating a tight curve.**
- **Be sure that the skating hip is straight up over the skating leg at start of spin.**
- **Exit spin in similar position as landing from a Waltz jump: arms extended to the side, skating leg (right leg) bent at the knee and free leg extended behind the skater.**
- **Keep the head still during the spin. An unchecked head will make the skater lose control of the spin.**
- **Mark a spot on the ice with paint to assist the skater in placing the spin.**

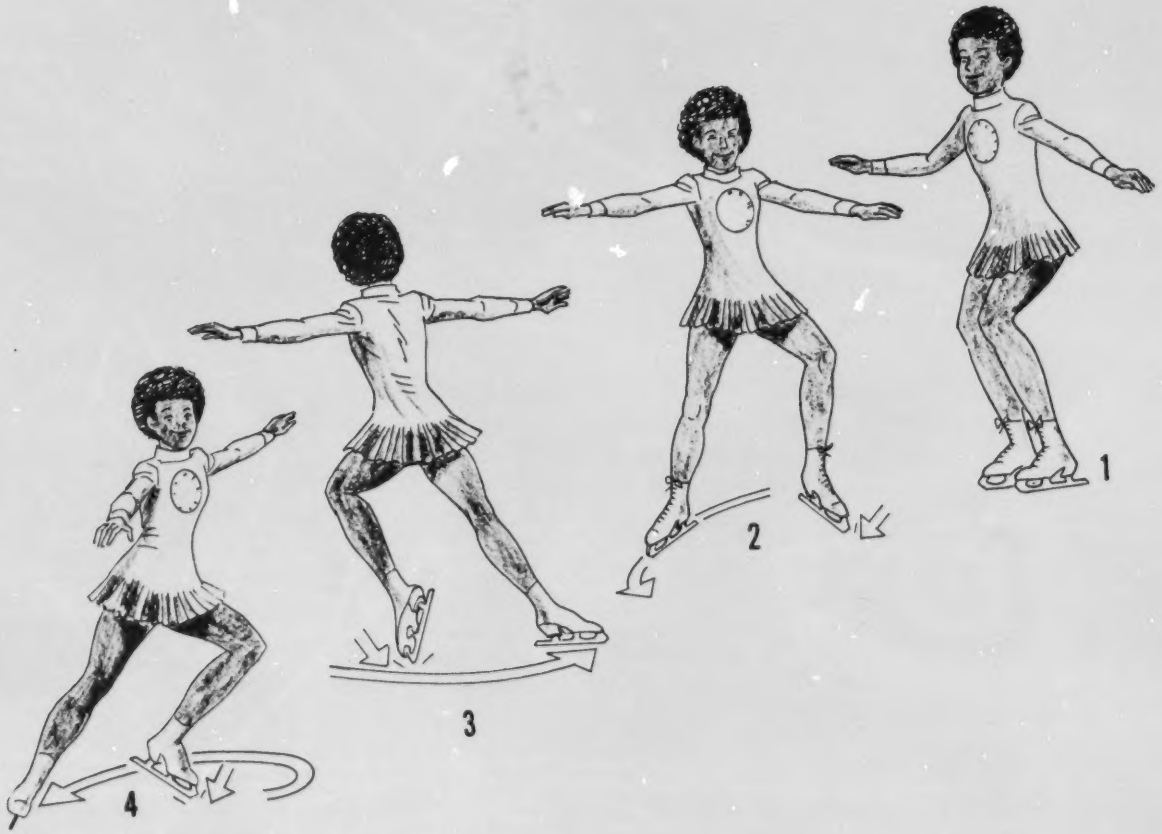
12. Perform a forward pivot.

TASK ANALYSIS

a. Assume ready skate position.
b. Skate forward slowly.
c. Plant the toe pick of the left skate in ice, lifting the heel of this skate and bending the knee sharply.
d. Keep the left toe in place while the right skate moves in a circle on its inside edge.
e. Keep the heel of the pivoting skate's blade in line with the gliding skate at all times.
f. Complete at least two revolutions.
g. Keep head up and arms out for balance.
h. Keep weight on pivoting skate.

TEACHING SUGGESTIONS

- **Emphasize weight placement on pivoting skate.**
- **Instruct the skater to make the heel of the pivoting skate's blade point at the circling skate at all times. This will insure that the skates stay in the proper position during the task.**



50

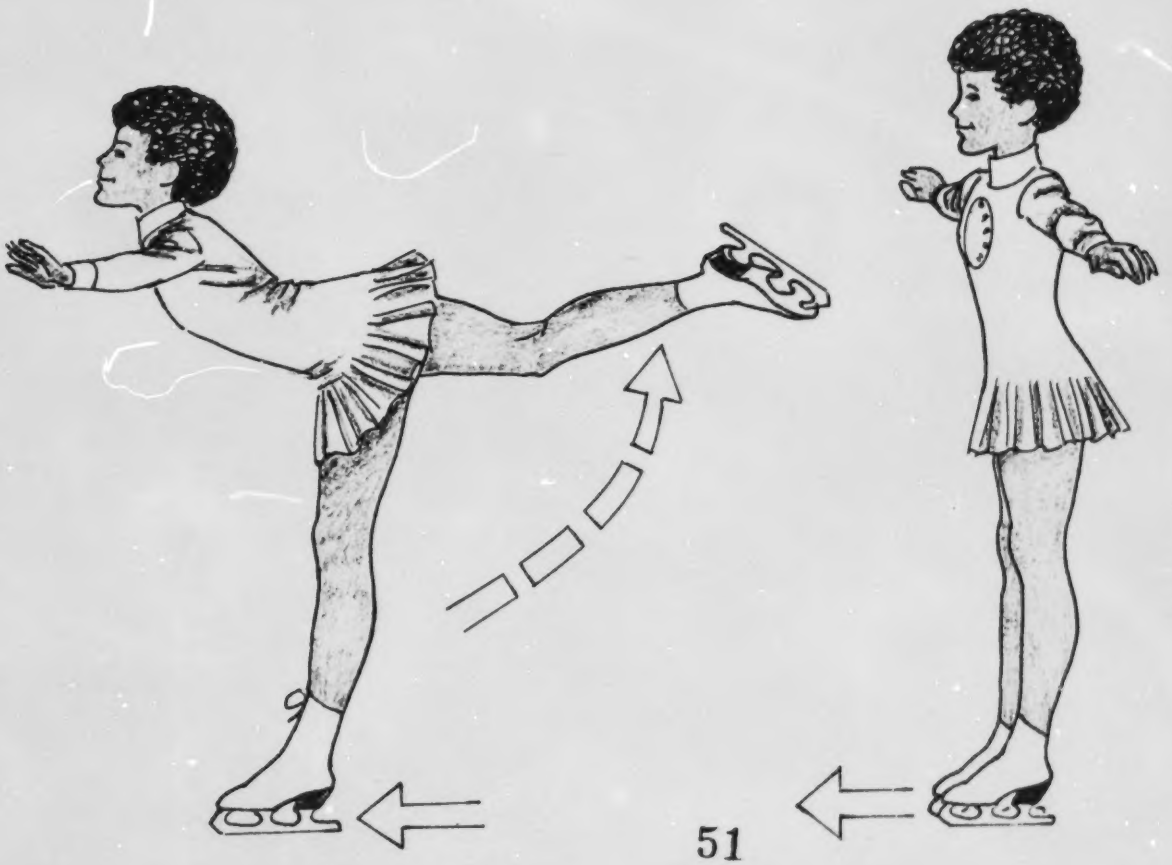
13. Perform a forward arabesque.

TASK ANALYSIS

a. Assume READY skate position.
b. Skate forward.
c. Glide on both skates.
d. Lift one skate off the ice while gliding forward on the other.
e. Bend forward at the waist until upper body is parallel to the ice.
f. Extend free leg behind the body.
g. Raise extended leg so that the knee and foot are as high as the hip.
h. Keep head up and facing forward.
i. Arch the back and keep arms extended to the side.

TEACHING SUGGESTIONS

- **Demonstrate proper arabesque position. Practice the maneuver on dryland first.**
- **Let athlete use a chair on ice to help maintain balance.**
- **Point out the need to use the arms to maintain balance. Also, the importance of having enough speed before lifting leg should be explained.**



B. SPEED SKATING

1. Perform two-arm racing swing while skating forward.

TASK ANALYSIS

a. Assume READY position.
b. Skate forward.
c. Lean forward, bending at the waist.
d. Keeping arms straight, swing arms in diagonal opposition to legs (i.e., left arm swings forward when right leg steps forward.) Swing arms in a pendulum motion, from as high and far back as possible to as far out in front as possible.
e. Skate in two-arm racing form to end of skating area.
f. Repeat sequence several times over length of skating area.

TEACHING SUGGESTIONS

- **Emphasize thrust of power with each arm swing. The movement is designed to add extra thrust to the skater's stroke.**
- **Demonstrate arm swing in a person's natural walk, off the ice. Then have the athlete practice an exaggerated arm swing while walking.**

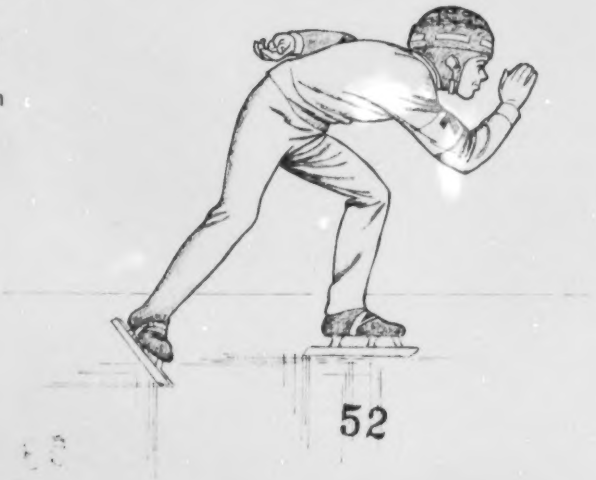
2. Perform one-arm racing swing while skating forward.

TASK ANALYSIS

a. Assume READY position.
b. Skate forward.
c. Lean forward, bending at the waist.
d. Perform two-arm racing swing.
e. Begin crossover turn.
f. Tuck inside arm behind back, i.e.: left arm if turning to the left.
g. Swing outside arm in time with inside leg through the turn.
h. Complete turn. Resume two-arm swing on straightaway.

TEACHING SUGGESTIONS

- **Practice skating all the way around the rink with hands clasped behind the back.**
- **It is important that the skater be competent in the forward crossover movement because the one-arm swing will accelerate the skater through the turn.**



3. Perform a hockey stop.

TASK ANALYSIS

a. Skate forward.
b. Turn one foot inward slightly against the skating direction.
c. Place weight slowly on the turned foot and turn shoulders in the same direction.
d. Move the other foot in the air and set it down parallel to the turned foot.
e. Use the inside edge of the forward skate, and the outside edge of the rear skate.
f. Push down on the edges and come to an abrupt stop.

TEACHING SUGGESTIONS

- **Advise the athlete to place hands on knees to help push down on skates when stopping.**
- **Spot the athlete. The skater may have difficulty retaining his/her balance.**
- **Practice the hockey stop each way: first with the right skate forward, then with the left skate forward.**

6.0 Given standard or modified rules for competition, the athlete will adhere to those rules and regulations while participating in ice skating competition.

A. RULES

1. Demonstrate knowledge and understanding of the basic rules of speed skating.

TASK ANALYSIS

a. Learn the rules of speed skating competition.
b. Start a speed skating race only upon starter's command.
c. Do not impede or bump another skater.
d. Stay within boundaries of speed skating course.
e. Wear hockey or speed skates when speed skating.

2. Demonstrate knowledge and understanding of the basic rules of figure skating.

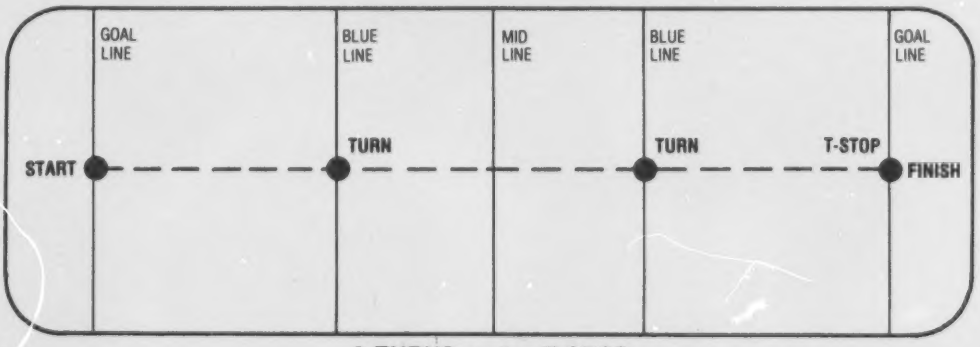
TASK ANALYSIS

a. Learn the rules of figure skating competition.
b. Wait for judges before skating.
c. Perform appropriate compulsory routine.
d. Skate free-style routine in harmony with music.
e. Perform required moves in free-style routine.
f. Perform free-style routine in required time.

3. Standard rules for ice skating competition.

Level II Compulsory Routine

1. Competitor must perform two turns and a stop in order to receive a score.
2. Competitor starts at one end of the rink, on the red goal line.
3. Competitor begins routine when so instructed by the starting judge.
4. Competitor skates forward to the first blue line (or a point approximately one-third the length of the skating area).
5. At first blue line, competitor performs a forward to backward turn.
6. After turn, competitor skates backward to the second blue line (or a point approximately two-thirds the length of the skating area).
7. At second blue line, competitor performs a backward to forward turn.
8. After turn, competitor skates forward to the finish line (red goal line at the end of the rink).
9. At finish line, competitor performs a T-stop.



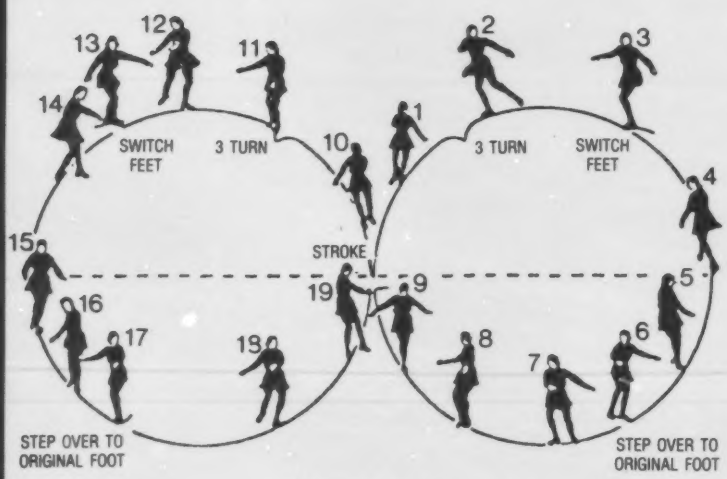
2 TURNS and a T-STOP

Level II Free-Style Routine

1. Competitor may start routine at any spot on skating surface.
2. Competitor begins routine when so instructed by the judges.
3. The routine must include seven (7) of the following ten (10) skills:
   a. forward stroking,
   b. forward crossover,
   c. backward stroking,
   d. backward crossover,
   e. one foot turn on an outside edge,
   f. one foot turn on an inside edge,
   g. forward to backward turn,
   h. backward to forward turn,
   i. snow[illegible]top,
   j. t-sto[illegible]
4. The routine must be performed to music.
5. The routine will not exceed a time limit of ninety (90) seconds.

Level III Complusory Routine

1. Competitor starts routine at spot designated by the judge.
2. Competitor begins routine when so instructed by the judge.
3. Competitor must perform a Waltz Eight figure.
4. Competitor must trace the figure twice, the second tracing running as close to, if not exactly on, the first tracing.



WALTZ EIGHT

5. Competitor is allowed two attempts to receive one score.
6. Competitor must perform the following regulation Waltz Eight:
   a. Begin figure at its center.
   b. Stroke forward onto outside edge.
   c. Make three turn onto back inside edge.
   d. Step onto back outside edge.
   e. Step onto forward outside edge.
   f. Return to center of figure.
   g. Stroke forward onto opposite forward outside edge.
   h. Make three turn onto back inside edge.
   i. Step onto back outside edge.
   j. Step onto forward outside edge.
   k. Return to center of figure.
7. Competitor may chose which attempt will count for a score, even if both attempts are completed successfully.
8. Competitor may not skate the second attempt on top of the first attempt.

Level III Free-Style Routine

1. Competitor may start routine at any spot on skating surface.
2. Competitor begins routine when so instructed by the judges.
3. The routine must include at least nine (9) of the following thirteen (13) skills:
   a. forward outside three turn,
   b. forward outside Waltz three turn,
   c. forward inside Mohawk turn,
   d. Lunge glide,
   e. one-legged sitting glide,
   f. Bunny Hop,
   g. Waltz jump,
   h. Arabesque,
   i. forward pivot,
   j. two-foot spin,
   k. one-foot spin,
   l. hockey stop,
4. The routine must be performed to music.
5. The routine will not exceed a time limit of two (2) minutes.

Speed Skating

1. Competition will include 50, 100 and 400 meter races.
2. Competitors will be classified into heats according to their qualifying times.

B. SCORING

1. Demonstrate knowledge and understanding of scoring for figure skating.

TASK ANALYSIS

a. Identify score for compulsory routine.
b. Understand deduction of points for improper skating technique.
c. Identify free-style scores.
d. Understand deduction of points for mistakes in routine.
e. Compute final score for figure skating competition.

C. JUDGING

1. Speed Skating

TASK ANALYSIS

a. There will be a timekeeper for each competitor in a race.
b. There will be a starter for each race. The starter will give each competitor a chance to do his/her best by giving competitor ample time to settle down after taking the mark, and by restarting the race if any skater is off balance at the start.

2. Figure Skating

TASK ANALYSIS

a. There will be a minimum of three and maximum of nine judges, and a timekeeper.
b. Compulsory Routines:
   1. Each judge will give one mark for the compulsory routine.
   2. The deduction of points will depend on the frequency of error.
   3. For the Level II Compulsory routine, the judges will consider the skater's carriage, speed, and the precision of the turns and the stop.
   4. For the Level III Compulsory routine, the judges will consider the skater's carriage, the shape and symmetry of the figure, and the cleanlines of the edges and turns.
c. Free-Style Routine:
   1. Each judge will give two marks for the free-style routine.
   2. The first mark will be given for the skater's technical merit. The second mark will be given for the skater's artistic impression.
   3. Points will be deducted depending on frequency of error, and miscalculation of time length of routine.

D. SUGGESTED FREE-STYLE ROUTINES

1. In Level II figure skating competition, the skater will be required to perform a free-style routine. The routine will be performed to music, and will include a mandatory number of skating maneuvers. In competition, the routine will last for ninety (90) seconds.

Perform a combination of Level II Ice Skating Skills.

a. Discuss routine with coach.
b. Map out routine on chalkboard.
c. Practice each skill separately.
d. Practice each transition (from one skill to the next) separately.
e. Perform combination as a routine.

Suggested Routine:

- Start in READY skate position.
- Skate forward and perform various balletic arm movements.
- Make turn on outside edge to skate in another direction.
- Stroke and glide forward on one leg.
- Make turn on inside edge to skate in another direction.
- Artistic body movements while gliding forward.
- Forward crossover turn.
- Forward to backward turn.
- Backward crossovers in opposite direction.
- Backward swizzles.
- Backward to forward turn.
- Glide in a circle in an artistic pose.
- Conclude routine with artistic T-stop.

2. In Level III figure skating competition, the skater will be required to perform a free style routine. The routine will be performed to music, and will include a mandatory number of skating maneuvers. In competition, the routine will last for two (2) minutes.

Perform a combination of Level III Ice Skating skills.

a. Discuss routine with coach.
b. Map out routine on chalkboard.
c. Practice each skill separately.
d. Practice each transition (from one skill to the next) separately.
e. Perform combination as a routine.

Suggested Routine:

- Start in Ready skate position.
- Skate forward and perform artistic Lunge glide.
- Perform forward crossover turn to skate in other direction.
- Perform two Bunny Hops.
- Perform Arabesque.
- Forward crossover to re-gain speed.
- Perform one-legged sitting glide.
- Resume forward skating and make outside Waltz three turn.
- Step forward from the Waltz turn and perform an inside Mohawk turn.
- Backward crossover.
- Perform one-foot spin.
- Exit spin and perform a backward to forward turn.
- Perform a Waltz jump.
- Conclude routine with artistic toe pick stop.

7.0 While participating in Ice Skating, the athlete will exhibit sportsmanship at all times.

1. Exhibit competitive effort 100% of the time.

TASK ANALYSIS

a. Put forth maximum effort during skating routine or race.
b. Continue routine or race after falling or making a mistake.

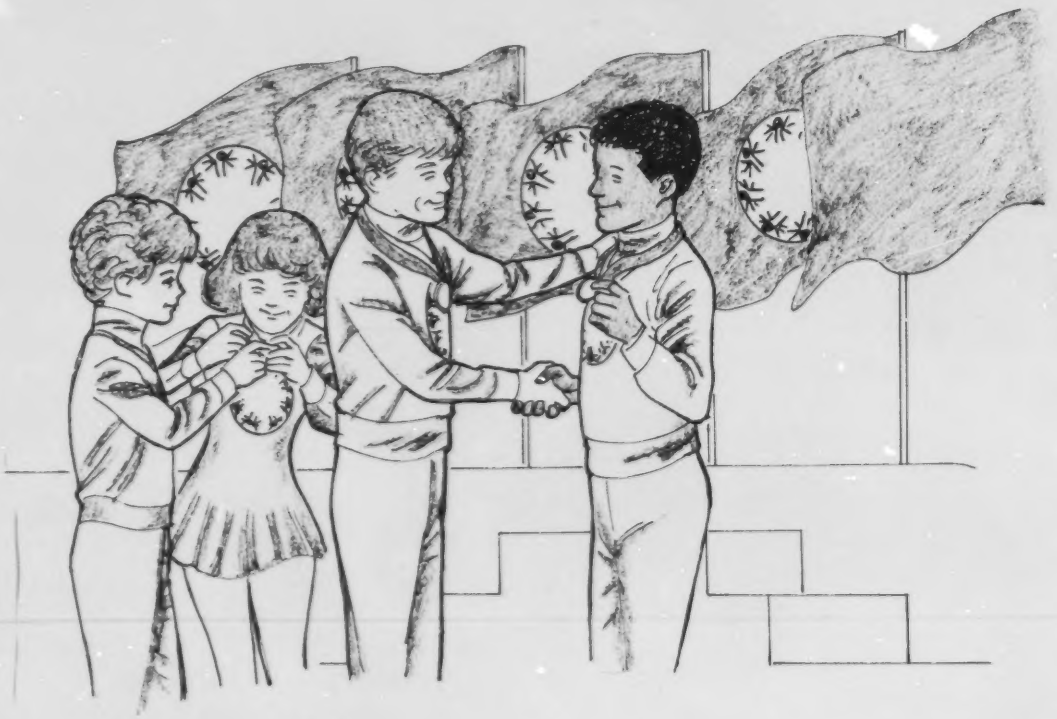
2. Exhibit fair play at all times.

TASK ANALYSIS

a. Assist peers while skating.
b. Do not intentionally obstruct the skating route of others.
c. Demonstrate sportsmanship at all times.

TEACHING SUGGESTIONS

- **Discuss the possible physical injuries that might result from unfair play, such as knocking another skater over during a race.**
- **Inform athlete to congratulate fellow skaters after competition, regardless of results.**



8.0 While ice skating, the athlete will always demonstrate courtesy, safety and adherence to the rules of the ice rink.

1. Exhibit safety at all times.

TASK ANALYSIS

a. Obey the rules of the rink.
b. Respect the guards on duty.
c. Do not skate excessively fast.
d. Skate around the outside of the ice unless figure skating (which is done at center ice).
e. Do not weave through crowds.
f. Do not throw snowballs or other objects on to the skating areas.
g. Skate in designated direction only.

2. Select appropriate areas to skate.

TASK ANALYSIS

a. Select ice rink, or frozen pond or lake.
b. Check condition of ice.
c. Obey signs prohibiting skating.
d. Never skate alone.

TEACHING SUGGESTIONS

- **Discuss possibilities for injury that may result from bad ice, objects thrown on ice, thin ice, or skating alone. Also, discuss dangers of skating on lakes and ponds.**
- **Take athlete to a variety of settings and point out safe and unsafe characteristics.**

MODIFICATIONS AND ADAPTATIONS

The focus of this Ice Skating Guide is to assist all athletes to function at their maximum performance levels. This goal can be achieved through the Individualized Education Program (IEP). Realistic goals and objectives should be developed that present a challenge but do not force the athlete into experiences loaded with failure. Many athletes will require instructional activities that are adapted to their particular needs in order for them to receive a positive experience.

MODIFYING THE RULES OF ACTIVITY

Because of the discrepancy in levels of talent within an ice skating competition, it is important for the judges and coaches to be flexible when deciding on regulations for the competition. Even though this guide strives to present standards for Level I, Level II, and Level III Ice Skating, there will always be some athletes who can never perform all of the required maneuvers. The regulations need to be challenging and attainable.

ACCOMMODATING THE ATHLETE'S SPECIAL NEEDS

A coach may be used on ice to lead a visually impaired athlete. Devices exist which help the physically impaired athlete participate in ice skating (coaches are not allowed to physically assist an athlete in competition.) One such device is a Skate-Aid, which is a metal support that slides along the ice as the skater pushes it.

ENCOURAGING CREATIVITY

Teachers can structure lessons so that athletes are asked to respond to challenging questions, such as: "Show me how to glide forward for several meters." or "Show me how to perform a forward pivot." Such an approach permits athletes with various levels of ability to respond in ways that allow for success. Obviously, variations in response to the questions would be apparent from athlete to athlete depending on the level of ability and severity of impairment.

CHANGING THE METHOD OF COMMUNICATION

Athletes sometimes require communication systems that are suited to their needs. For example, verbally explaining a task may not match up well with some athletes' information processing systems. Information which is detailed or complex might be provided in other ways. The teacher could simply demonstrate the sports skill. Also, an athlete could be permitted to "feel" the skill by holding onto the teacher while the teacher demonstates a skill, such as the swizzle. Some athletes may need to read a description of a skill, as well as hear it explained or see it performed. This need can be met for poor or non-readers through the use of a poster board to which stick figures are attached showing the proper sequence for a skill like the forward crossover.

MODIFICATION EQUIPMENT

Successful participation in sports for some athletes requires equipment which has been modified to their particular needs. Requests for purchase or construction of equipment can now be facilitated through the Individualized Education Program. If special equipment is needed to help an athlete participate and progress in physical education, then it should be identified at the IEP meeting and included on the IEP form. Fortunately, special equipment is usually not expensive and is possible to make.

Orthopedic Impairments

- Give physical assistance/support.
- Use ankle stabilizer.
- Use a Skate-Aid.
- Push chair or large traffic cone while skating.

Visual Impairments

- Use guide markers around the rink.
- Use markers to show which direction to skate.
- Attach a bell system to entrance and exit from ice surface area.
- Skate with partner.
- Use a chair, Skate-Aid, or large traffic cones.
- Assist blind skater in determining skating area size.

Auditory Impairments

- Teacher learns and uses sign language.
- Have coach stand in one place for easy access and reference.

INFUSION CHART

ARTS	Designs and paints insignia on the ice skating rink.
SCIENCE	Understands why body goes further when pushed harder and how to direct the body in the desired trajectory. Locates center of balance for the body. Understands movement of the body. Understands how ice is made.
INDUSTRIAL ARTS	Understands how ice rinks are constructed. Assists in making a small outdoor ice rink. Repairs skates and/or blades; sharpens skates.
MATHEMATICS	Understands the cost of admission to an ice skating rink. Realizes the cost of purchasing equipment and clothing. Measures the distance of an ice rink.
HOME ECONOMICS	Dresses appropriately for ice skating. Chooses the correct skates.
HEALTH	Practices safety skills when skating. Knows the basic first aid for minor injuries (scrapes, scratches, frost bite). Chooses the appropriate clothing for various weather.
PHYSICAL EDUCATION	Demonstrates warm-up exercises. Understands and demonstrates the skills of ice skating. Practices refining ice skating skills. Recognizes the leisure value of ice skating.
READING/LANGUAGE	Listens to instructions and follows directions. Expresses himself during ice skating. Reads and listens to instructions for ice skating.
SOCIAL STUDIES	Identifies and locates neighborhood facilities where ice skating is available.

TERMINOLOGY AND RESOURCES

TERMINOLOGY

Backward Stroke
Propulsion backward on skates.

Balance Point
Center of the blades measured from front to back.

Blade
The metal piece attached to the bottom of the boot which contacts the ice surface.

Boot
The shoe part of the skate.

Checked Position
The reversal of the rotation which is deliberately set up to make a turn.

Compulsory Routine
A pre-determined and unalterable routine that is the first of two parts of the figure skating competition.

Crossover
Maneuver used to skate circles and half circles.

Edges
The adjustment of the angle between the blade and ice. Each blade has two edges.

Flat
Skating in a straight line forward or backward on both edges of the blades.

Forward Stroke
Propulsion forward on skates.

Free-Style Routine
A skating routine, individually created by each skater, which includes a specified number of mandatory skills and is performed within a specified time. This routine is the second of two parts of the figure skating competition.

Hockey stop
Advanced stop using inside edge of one skate parallel to outside edge of the other skate.

Prepared Position
An exaggerated position taken to set up a turn.

Ready Position
A well balanced stance over both skates.

Snowplow Stop
Beginner's stop resembling a wedge pattern with the feet: toes in and heels out, and performed on inside edges only.

Swizzle
A type of forward or backward propulsion where the skates move in and out together, and thereby form a swizzle pattern on the ice.

Three Turn
A turn made on one foot, changing from a forward outside edge to a back inside edge.

Toe pick
The serated front end of the blade on a figure skate.

T-Stop
Intermediate stop using outside edge of one skate which is directly behind and perpendicular to the front skate.

RESOURCES

Printed Materials

Ice Skating Institute of America, *Recreational Ice Skater Test Standards*, Wilmette, Illinois, 1981.

Oglivie, Robert S., *Basic Ice Skating Skills*, J.B. Lippincott Co., New York, NY, 1968.

Oppelt, Kurt, *Instructional Basics: Oppelt Standard Method of Therapeutic and Recreational Ice Skating*, State College, Pennsylvania, 1974, Revised, 1982.

Special Olympics, Inc. *Coaches' Handbook*, Washington, D.C., 1980.

Special Olympics, Inc. *Ice Skating*, Washington, D.C., 1975.

Other

American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive Reston, VA. 22091.

Dr. Kurt Oppelt Associates, P.O. Box 4541, Winter Park, FL. 32793.

Ice Skating Institute of America, Inc., 1000 Skokie Blvd., Wilmette, Illinois. 60091.

Skating Association for the Blind and Handicapped, Inc., 3236 Main St., Buffalo, New York 14214.

Special Olympics, Inc., 1701 K Street, N.W., Suite 203 Washington, D.C. 20006.

SKILL SHEETS

Instructions

The Skill Sheets have been designed to record each athlete's sports skills performance throughout the program. The vertical top boxes identify the specific tasks to be accomplished. Each box to the right of the Special Olympians name includes a blank for the instructor to fill in the standard of success for each athlete based on his/her ability and the task to be performed. The standard, whether in distance, time or repetitions reflects how well the athlete must execute the desired skill. You as the instructor, are the one to determine each student's level of acceptable performance. Encourage your athletes to fill out the chart after each training session. The categories Beginner through Superstar are identified below the chart as a guide for your athletes to follow. See example on the following page.

RECOVERY

NAME	Assumes correct READY skate position.	Attempts to stand up after falling.	Stands up with assistance.	Stands up independently.	Stands up correctly and continues skating.			
KATHY	70 % of time	100 % of time	100 % of time	80 % of time	80 % of time			
MIKE	80 % of time	90 % of time	90 % of time	90 % of time	70 % of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			

SAMPLE

RECOVERY

NAME	Assumes correct READY skate position.	Attempts to stand up after falling.	Stands up with assistance.	Stands up independently.	Stands up correctly and continues skating				
	% of time	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time	% of time				

FORWARD SKATING

NAME	Attempts to skate forward.	Walks forward on skates under control.	Skates forward with assistance.	Performs forward swizzle, independently.	Skates forward under control.					
	% of time	% of time	% of time	% of time	% of time					
	% of time	% of time	% of time	% of time	% of time					
	% of time	% of time	% of time	% of time	% of time					
	% of time	% of time	% of time	% of time	% of time					
	% of time	% of time	% of time	% of time	% of time					
	% of time	% of time	% of time	% of time	% of time					

STOPPING

NAME	Attempts to stop independently.	Performs snowplow stop under control.	Performs T-Stop under control.	Performs Toe pick stop under control.	Performs Hockey Stop under control.				
	% of time	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time	% of time				

99

BACKWARD SKATING

NAME	Attempts to skate backward.	Walks backward on skates under control.	Skates backward with assistance.	Performs backward swizzle, independently.	Performs backward wiggle, independently.	Skates backward under control.			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			

TURNING

NAME	Attempts to turn.	Performs correct steering turn while skating forward.	Performs correct steering turn while skating backward.	Performs turn on an outside edge, under control.	Performs turn on an inside edge, under control.	Performs forward crossover, under control.	Performs backward crossover, correctly.	Performs forward to backward turn, independently.	Performs backward to forward turn, independently.		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time		

ICE SKATING PARTICIPATION

NAME	Warms up prior to participating in ice skating.	Shows enthusiasm in ice skating.	Practices ice skating skills.	Participates occasionally in ice skating.	Participates consistently, with supervision.	Understands the basic movements of ice skating.	Participates cooperatively in ice skating.	Participates independently in ice skating.	Identifies boundaries of ice skating area.	Understands rules and regulations of ice skating area.	Understands importance of safety and sportsmanship in ice skating.
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time

SPEED SKATING SKILLS

NAME	Attempts to compete in Speed Skating race.	Completes 50 Meter race.	Completes 100 Meter race.	Completes 400 Meter race.	Performs two-arm racing swing in competition.	Performs one-arm racing swing in competition.	Completes a race using crossovers.		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time		

FIGURE SKATING SKILLS

NAME	Attempts to compete in Figure Skating competition.	Performs outside three turn, correctly.	Performs outside Waltz three turn, correctly.	Performs inside Mohawk turn, correctly.	Performs Lunge glide, under control.	Performs one-legged sitting glide, under control.	Performs two-foot spin, independently.	Performs one-foot spin, under control.	Performs Bunny Hop, independently.	Performs Waltz jump, under control.	Performs forward pivot, correctly.	Performs forward arabesque, under control.	Completes compulsory routine in competition.	Completes free-style routine in competition.
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time

SPEED SKATING PARTICIPATION

NAME	Practices speed skating skill.	Shows enthusiasm when speed skating.	Participates cooperatively and competitively in speed skating.	Participates independently in speed skating.	Participates in at least two races.	Exhibits safety and fair play in speed skating.	Identifies boundaries of speed skating course.	Understands rules and regulations of sp
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	

FIGURE SKATING PARTICIPATION

NAME	Practices figure skating skills.	Shows enthusiasm when figure skating.	Participates cooperatively and competitively in figure skating.	Participates independently in figure skating.	Exhibits safety and fair play in figure skating.	Identifies boundaries of figure skating area.	Understands rules and regulations of figure skating.			
	% of time	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time	% of time			

DATE _____

Sports Skills Assessment Record Sheet

	PREVIOUS EXPERIENCE		LEVEL OF ACHIEVEMENT									LEVEL OF INDEPENDENCE			
	HAS PARTICIPATED	NEVER PARTICIPATED	BEGINNER	ROOKIE	WINNER	CHAMP	SUPER CHAMP SPEED SKATING	SUPERSTAR SPEED SKATING	SUPER CHAMP FIGURE SKATING	SUPERSTAR FIGURE SKATING	NEED PHYSICAL ASSISTANCE	NEEDS DEMONSTRATION	RECEIVES VERBAL ASSISTANCE	RECEIVES NO HELP	
NAME			1-15	16-30	31-43	44-55	56-66	67-77	56-70	71-85					
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	

Special Olympics, Inc./1701 K Street, NW, Suite 203/Washington, DC 20006